

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140138

Grants.gov Tracking#: GRANT11636257

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/25/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="936000537"/>	* c. Organizational DUNS: <input type="text" value="0307827670000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="541-475-6192"/>	Fax Number: <input type="text" value="541-475-6856"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC). Program CFDA Number 84.215E

13. Competition Identification Number:

84-215E2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Jefferson County School District 509-J Elementary School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,197,874.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sharon Leighty</p>	<p>TITLE</p> <p>Director Curriculum & Instruction</p>
<p>APPLICANT ORGANIZATION</p> <p>Jefferson County School District 509-J</p>	<p>DATE SUBMITTED</p> <p>04/25/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Jefferson County School District 509-J

* Street 1: 445 SE Buff Street * Street 2:

* City: Madras * State: OR: Oregon * Zip: 97741

Congressional District, if known: OR-002

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

8. Federal Action Number, if known:	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix:

* Street 1: * Street 2:

* City: * State: * Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix:

* Street 1: * Street 2:

* City: * State: * Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Sharon Leighty

* Name: Prefix: * First Name: Melinda Middle Name: * Last Name: Boyle Suffix:

Title: Director Curriculum & Instruction Telephone No.: 541-475-6192 Date: 04/25/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPAElementaryJeffersonCountySchoolDistrict

Add Attachment

Delete Attachment

View Attachment

**Statement for Meeting General Education Provision Act (GEPA)
Section 427 Requirement
Jefferson County School District 509-J**

The Jefferson County School District recognizes its legal and social obligation to make equal employment opportunity a reality. The district hires and promotes without regard to race or discrimination. Applicants with American Indian and Latino heritage will be encouraged to apply for employment. Ideally, the new personnel will represent the diversity of the district.

The student population comprises 34% Hispanic, 34% Indian American, 30% White, and 2% other for a total population of 2,800 students. Poverty in the district is among the highest in the state, with a per capita income of \$15,675, which is 25% lower than the State of Oregon average. Over a third of Jefferson County residents—36.8% —and 39.8% of the Warm Springs are below the poverty level as identified by the US Census Bureau. In December 2013, the district had a Free and Reduced Lunch Program eligibility rate of 83%.

The Jefferson County School District celebrates the diversity of the student population it serves while embracing its challenges. Basing decisions regarding student performance on data and bringing intentionality to the process brings focus to the work of the administration and each of the school's teams. This district-wide focus on an accountability system consists of five key elements: Data-Driven Decision Making, Data Teams, Priority Standards, Common Formative Assessment, and Effective Teaching Strategies. Using the monthly scheduled two-hours-late starts, data teams discuss short-term goals for their students, brainstorm strategies to meet the needs of the students, establish assessment methods, and then work to best deliver intensive learning opportunities for the students that do not meet standards.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Jefferson County School District 509-J

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Jefferson County (Oregon) School District 509-J

Multiple Methods for Positive Mental Health

This project will (1) address disciplinary problems that manifest in academic problems; (2) promote positive youth development; (3) narrow the gap between the current and recommended student/mental-health professional ratios; and (4) address the gap that occurs in summer months with student case management and referrals. This project's activities include hiring 2 FTE school counselors and 1 FTE counselor/specialist (with experience in both counseling and school administration); introducing social/emotional (SEL) curriculum into four elementary schools, including behavior therapy such as animal-assisted therapy; and professional development for teachers and staff in SEL, mental health vocabulary, and referral options in the community. **This project meets the Absolute Priority because it expands counseling programs in four elementary schools. This project addresses Competitive Preference Priority 1 because it improves student outcomes by addressing the counseling needs of elementary students, helping to remove their own barriers to learning and appropriately intervening when their behavior interferes with other students' learning.** This project applies to four elementary schools located in rural Jefferson County, Oregon, with a total elementary student population of 1,765. The project outcomes include increasing counseling services in a continuum that includes community partners; providing SEL curriculum in classrooms; providing professional development in SEL and mental health issues; decreasing student disciplinary referrals and absenteeism; and increasing academic scores.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Part 4: Project Narrative Attachment Form
Jefferson County (Oregon) School District 509-J
Multiple Methods for Positive Mental Health

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Quality of the Management Plan..... 15

Quality of the Project Evaluation.....21

Preliminary Documents

- Application for Federal Assistance (Form SF 424)
- ED Supplemental Information for SF 424
- ED Budget Information Non-Construction Programs (ED Form524)
- Budget Narrative Attachment for SF 424

Other Attachments

- Resumes for Project Directors, Key Personnel and Job Descriptions
- Letters of Support
- Bibliography
- Program Specific Assurances
- Indirect Cost Rate Agreement

Assurances and Certifications

- Assurances – Non-construction Programs (Standard Form 424B)
- Disclosure of Lobbying Activities
- Certification Regarding Lobbying
- GEPA 427 Narrative Response
- Letter to State Single Point of Contact (Not Applicable)

Jefferson County (Oregon) School District 509-J Multiple Methods for Positive Mental Health

1. Need for Project

A. The extent to which the specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the project, including the nature and magnitude of gaps/weaknesses.

Jefferson County School District is a rural local educational agency of diverse populations. The school district covers some 1,800 square miles in Oregon's high desert, encompassing the towns of Warm Springs, Metolius, Madras, Antelope, and Big Muddy Ranch. Jefferson County's economic base is a blend of industry, agriculture, and recreation. Poverty in the district is among the highest in the state, with a per-capita income of \$15,675, which is 25% lower than the state average. Over one third of Jefferson County residents and nearly 40% of Warm Springs residents (American Indians) are below the poverty level as identified by the US Census Bureau.

The student population in the school district is 33% Latino, 35% American Indian, 30% White, and 2% other, for a total population of 2,865 students. The district has an average Free and Reduced Lunch Rate of 83% (compared to Oregon's average of 44.7%). Our children deal with all the problems that attend relentless poverty, including violence, abuse, neglect, drugs, and alcohol.

The school district's challenge is to focus on positive youth development and to sustain a safe academic community that honors the diverse needs of the multicultural student body. Although we have made modest gains academically in the past six years, the Oregon Department of Education rated four of our largest schools "In Need of Improvement" for SY 2010-11, and only two of our seven schools met the Federal Adequate Yearly Progress (AYP) requirements.

Our modest academic improvements will stall without a related improvement in attendance and the delivery of counseling services to our elementary school students through increased classroom instruction in Social and Emotional Learning (SEL) and related programs. We need to coordinate a systematic, district-wide continuum of mental

health care, beginning in our elementary schools, to (1) promote positive youth development, (2) address disciplinary problems that manifest in academic problems, and (3) close the gap between our current student/mental-health professional ratios and the ratios recommended by statute and the American School Health Association.

This project meets the Absolute Priority because it expands counseling programs in four elementary schools. This project addresses Competitive Preference Priority 1 because it improves student outcomes by addressing the counseling needs of elementary students, helping to remove their own barriers to learning and appropriately intervening when their behavior interferes with other students' learning.

This project applies to four schools: Buff Intermediate (3-5); Metolius Elementary (K-6); Madras Primary (K-2); and Warm Springs Academy (K-8). Note that the Academy is located on the reservation of the Confederated Tribes of Warm Springs Indians.

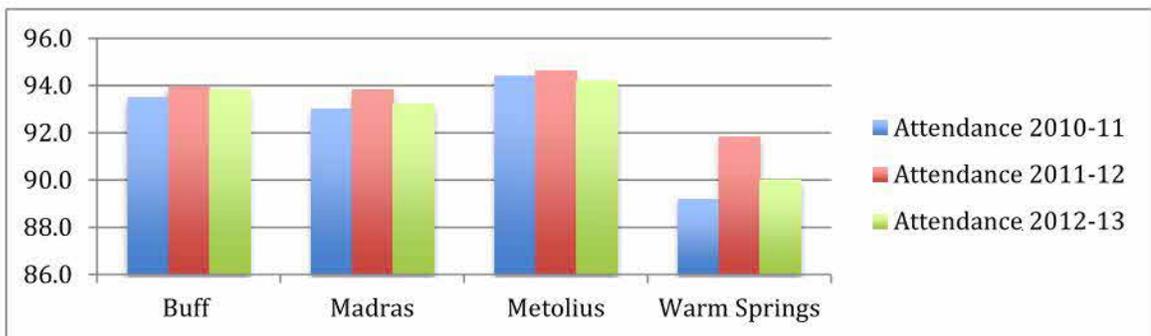
This grant will address the school district's needs as follows:

(1) Promote positive youth development: This grant allows us to institute and sustain a program of counseling services and supports, including a program of SEL and therapy curriculum, to address barriers to learning and enhance our students' opportunities to gain the academic achievements they need to succeed. SEL skills can be taught, and SEL programs demonstrate increases in academic achievement scores, pro-social behavior, and decreased problem behavior. (Durlak, 2011; Payton, 2008). SEL skills must be taught systematically; else those skills will not become part of the child's lifelong repertoire of valued activities. (Elias, 2006). Currently, however, the school district does not systematically provide SEL skills because we lack the resources to do so. This grant provides funds to teach SEL in our elementary

classrooms and to provide professional development in identifying and addressing appropriately the children who suffer barriers to learning.

(2) Address disciplinary problems that manifest in academic problems: Our system for data-driven decision-making (described in section 4.B.) reveals the need for seamless counseling services among our schools. For example, our data reveals that attendance, like academics, has stalled:

Table 1: Elementary Attendance



We need to provide our children with the tools they need to manage the problems that get in the way of their school attendance. This grant provides funds to hire 2 FTE counselors to establish and expand counseling programs in four elementary schools from September 2014 to June 2017 to address this need.

(3) Close the gap in student/mental-health professional ratios: This project will help close the gap between our current student/mental-health professional ratios and the recommended ratios. See Table 4. We can also address the gap that occurs in summer months with student case management and referrals to our Community Partners because currently we lack personnel to do so. This project closes that gap by adding 1 FTE Counselor/Specialist (with experience in counseling and school administration), who will work 12 months a year, thus providing year-long case management and referrals.

The planned budget will provide the resources necessary to sustain the program for the three years of this grant. The school district expects to sustain the program by integrating these program costs into our annual operating budget by 2017.

The overall goal of this project is to use a public-health framework in Jefferson County for a school-based initiative to promote multiple paths to mental health to help elementary students in the district cope with common issues and achieve healthy development and improved educational outcomes. This school-based initiative will expand the mental health professionals by 3.0 FTE. Implementation of this project will achieve the following objectives:

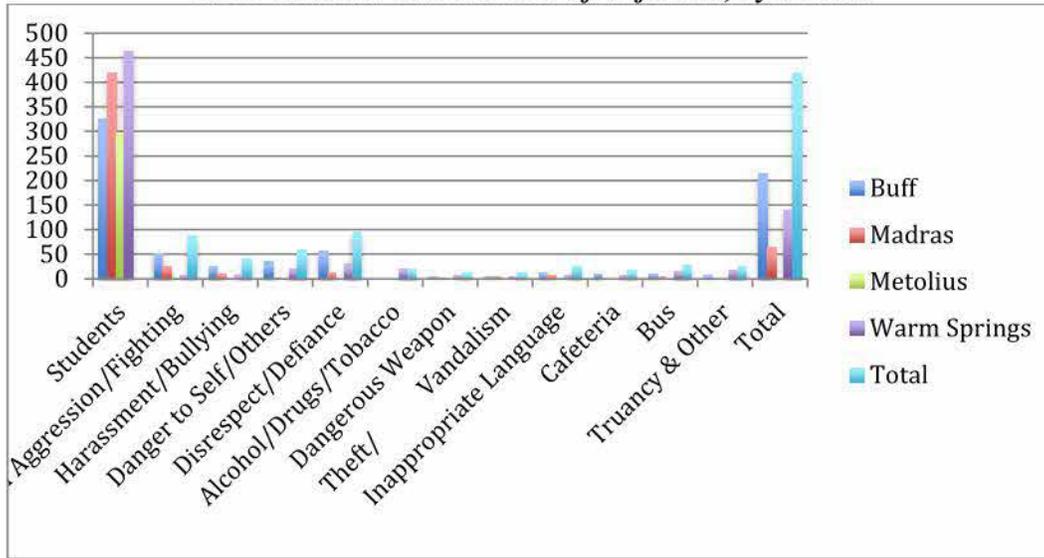
- Increase the counseling services available to students through increased mental health and counseling staff and related programs;
- Coordinate a systematic continuum of year-long counseling care to promote positive youth development and address problems as identified;
- Increase the knowledge and training for school personnel to recognize the early signs of mental-health needs of students;
- Provide appropriate guidance curriculum, activities, and services based on the needs of the entire student population;
- Ensure counseling services are an integral component of each school's programs and an essential link with our Community Partners;
- Increase the time for counselors to teach SEL curriculum to students and to network with community organizations and resources.

B. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

Jefferson County School District routinely and robustly collects and analyzes data about our students and their families so that we can provide the best services that are necessary to

foster academic and personal success. This district-wide accountability system is fully described in section 4.B. Our data shows a wide range of disruptive behaviors at the four schools, underpinning the need for SEL curriculum and counseling services:

Table 2: 2012-2013 Number of Referrals, by School



The school district needs to address these behavior problems early, at the elementary schools. These students tax the educational system because we don't have a model that meets their needs and our teachers aren't sufficiently trained for early intervention to address problems and assist students with chronic and severe problems. These children—whose deeply impoverished lives routinely include violence, abuse, and neglect—need their own tools to thrive because family support is not available, whether from drugs, alcohol, or death. Without learning those tools for survival, these children are unable to remain in the classroom because their behavior gets in the way of their academics (and the learning of the other students). This in turn creates frustrations, gaps in their learning, and challenges throughout their educational career, as well as contributing to the drop-out rate. These students are at risk of failure as early as kindergarten and currently are provided with few or no tools to change their path. They are lost in our current system.

Three key elements in this model are (1) a formal program for SEL instruction using *Steps to Respect* and *Second Step*, (2) coordinated counseling care through school and our Community Partners, and (3) training for all staff. This grant proposal is a catalyst to enable the school district to more fully meet these challenges, resulting in increased academic and—eventually—post-secondary success for our students. The Logic Model below illustrates these outcomes.

Logic Model Jefferson County School District 509-J

Current Conditions	Inputs (Key Activities)	Short-Term Outcomes	Medium-Term Outcomes
<p>Needs/Barriers</p> <ul style="list-style-type: none"> • High poverty. • Cultural & geographic diversity • Achievement gaps by sub-groups • Social/behavioral risk factors • High cohort drop-out rates • Insufficient counseling staff • Insufficient coordination of program resources 	<ul style="list-style-type: none"> • Hire 2 FTE Counselors for four elementary schools • Hire 1 FTE Counselor/Specialist • Provide professional development opportunities for all staff to identify and address mental health problems • Secure tools needed to manage program • Implement SEL programs • Create a safe school climate • Collaborate with community partners to expand and integrate services for students (e.g., individual and small group counseling to students and families, housed in the schools) 	<ul style="list-style-type: none"> • Improve student-staff ratios for counseling services • Improve staff competency and confidence in identifying and addressing needs • Coordinate a systematic continuum of counseling care for students through school and community • Build linkages with Community Partners to support social, emotional, and physical needs of students • Increase successful transition of students to middle school • Improve school-based initiatives to promote positive youth development 	<ul style="list-style-type: none"> • Increase persistence of 5th grade students • Decrease number of disciplinary referrals • Increase academic achievement levels • Increase student attendance • Improve cultural competency of staff • Improve school climate to foster learning for all students
<p>Assets and Opportunities</p> <ul style="list-style-type: none"> • NSCA Framework • Positive behavior support • District-wide counseling teams • Alignment with Oregon's 40/20/20 goals • Title IV Indian Program • SIG (School Improvement Grants) • District-wide accountability system 			<p>Long-Term Outcomes</p> <ul style="list-style-type: none"> • Improve student achievement • Increase cohort graduation rate • Increase number of students enrolling in post-secondary education

2. Quality of the Project Design

A. The extent to which the proposed project will establish linkages with other appropriate agencies.

This project uses the school district’s established community linkages to leverage a public health framework for a school-based, district-wide initiative to promote positive youth development for our elementary students. The project design is based on information secured from the Community Partners listed in Table 3; the results of the three-year Educational Effectiveness Survey (EES) of staff and parents; and the Jefferson County Prevention Task Force. These entities and surveys informed the compelling problems of (1) behavior offenses disrupting academics and (2) the gap in summer months.

Table 3: Community Linkages

Agency or Organization	Established Link
BestCare Treatment Services	Provides counseling for mental health and substance abuse in Jefferson County. As a non-profit and community mental health program, BestCare sees anyone who requests or is referred to the agency. Spanish-language services.
Confederated Tribe of Warm Springs Community Counseling Center	Provides counseling for mental health and substance abuse to Tribal members. American Indian-language services.
Jefferson County Prevention Task Force	Community members and parents who work to reduce substance abuse, inform and educate about harmful effects of substance abuse, implement environmental prevention strategies, and develop public policy to create positive community norms. Provides the curriculum “Too Good for Drugs” to third graders at Buff Intermediate and Metolius Elementary. To make the program sustainable, the goal is to train the school counselors to teach the curriculum. Brooke Thygeson, Counselor at Buff Intermediate, serves on the Multi-Disciplinary Team, which meets weekly to discuss children that come to their attention through referrals.
Jefferson County Community Health and Social Services Advisory Committee	Monthly meeting of representatives from all the agencies and school district to discuss ongoing needs, services, and resources in the community.

Kids Club	Provides after-school program of positive youth development, nutrition, and academics. Operates several all-day summer camps. Most Kids Club members arrive in school-district busses.
LINC	Works with community faith-based organizations to provide basic needs to families, including counseling.
Mental Health First Aid USA	Offers 8-hour course for adults who work with youth, teaching 5-step course to identify youth with signs of mental illness (under a grant from Oregon Health Authority).
Multi-Disciplinary Teams	Weekly meeting of community agencies, school administrators, school counselors, and teachers to focus on domestic abuse and child abuse cases.

B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The project is intended to serve elementary school students at four schools: Buff Intermediate, Metolius Elementary, Madras Primary, and Warm Springs Academy. The Academy is a new K-8 school located on the reservation of the Confederated Tribes of The Warm Springs Indians, and this project serves the K-5 students at the Academy. The Academy currently has 2 FTE counselors. This grant allows us to leverage their work with the older children, while hiring .5 FTE to focus on the younger children. Community input from the Tribe highlights the need for additional school counselors.¹

Our mental health staff for all four elementary schools is listed in Table 4. This project funds an additional 2 FTE counselors and 1 Counselor/Specialist. This additional staffing will close the gap in the student/mental health professional ratio (see Table 4).

¹ See the school board meeting minutes for “Impact Aid” on November 18, 2013, available at: http://www.jcsd.k12.or.us/sites/jcsd.k12.or.us/files/06a%20-%20Board%20Minutes%20of%202013_11_18.pdf (Accessed April 7, 2014).

Table 4: Student/mental health professional ratio

School	2014-2015 Enrollment	School Psychologists ²	2014-2015		2014 Counselor Allocations with Grant
			Current Counselor FTE ³	Grant Proposal	
Buff	381	0	0.5	0.75	1.25
Madras	397	0	0.5	0.75	1.25
Metolius	311	0	0.5	0.75	1.25
Warm Springs Academy	676	0	2	0.75	2.75
TOTAL	1,765	0	3.5	3.00	6.5
Recommended		2	7		7
Current Gap		2	3.5		0.5

Overall, closing the gap in the student/mental health professional ratio allows the four schools to instigate the activities and achieve the objectives detailed in Table 5. Because our school district is ethnically divided in thirds (American Indian/Latino/White), we need to provide an array of options for culturally appropriate positive youth development. Importantly, BestCare has (1) received a grant to hire one FTE mental health counselor and one case manager for the schools (allowing us to leverage their time one day per week at Madras, Metolius, and Buff) and (2) committed to work on the summer support for the students. In addition, we have \$45,000 in contracted support for additional mental health support and group counseling through BestCare. BestCare is our county’s contracted behavioral health agency with special emphasis on child/family issues. BestCare reflects our community and our district: many of the staff speak Spanish, and nearly a third are American Indians.

Table 5: Objectives, Who Will Address, Activities

Objectives	Who Will Address	Specific Activities
Research utility of animal-assisted/horticulture therapy for Warm Springs American Indian	Counselors; teachers	Choose appropriate grades and animal/horticulture projects

² Recommended ratio is 1:1000.

³ Recommended ratio is 1:250

students		
Increase the mental-health services available to students through increased counseling services and related programs	Counselor/Specialist	Work with weekly Multi-Disciplinary Team to identify students who need mental health/counseling services
Provide training for school personnel to recognize early signs of mental-health needs of students	Counselors; Counselor/Specialist	8 hours of professional development at Summer Professional Development Institute trainings in vocabulary and lesson objectives; weekly emails to teachers while the child is receiving services and personal education plans; ongoing training, and support through vocabulary, awareness and referral systems
Provide appropriate guidance curriculum, activities, and services based on the needs of the entire student population	Counselors; Counselor/Specialist	Train teachers/staff in integrating SEL in grades 1, 3, and 5; provide students with therapy tools (e.g., wiggle cushions, stress balls, emotion flash cards)
Coordinate systematic continuum of mental-health care to promote positive youth development and address problems as identified	Counselor/Specialist is lead; involves Counselors;	Meet weekly on early-release Wednesdays with Multi-Disciplinary Team to coordinate each child's care needs outside of school
Ensure mental-health services are an integral component of each school's programs and an essential link with the community	Counselor/Specialist is lead; involves Counselors;	Meet monthly with Community Partners to coordinate each school's referral process
Increase the time for counselors to teach preventive curriculum to students	School administrators; Counselors	Provide SEL in Grades 1, 3, and 5 with weekly lesson

With expertise from the Counselors, a Counselor/Specialist, and teachers, our schools will finally have the opportunity to work with students on a continuum from K-6. This seamless continuum of mental-health services and programs will lead to a reduction in behavior issues, less absenteeism, and improved academic success for all students.

C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

Research proves a direct link between students' behavior skills and their academic success. That is, schools succeed best in their educational mission when they provide SEL within the learning process. Because schools are social places and learning is a social process, social and emotional factors play an important role in learning, and schools must attend to this aspect of the educational process. (Zins, 2007). Students receiving SEL instruction attain higher grades while improving classroom behavior, feelings about themselves, handling of emotional problems, and social and emotional skills (Durlak, 2011).

This proposal provides an SEL program of instruction for all K-6 students, specifically *Second Step* (designed for K-8) and *Steps to Respect* (designed for 3-6). Both programs support academics by aligning content standards and character education principles.⁴ *Second Step* “connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week.”⁵ *Second Step* offers about 25 weekly topics, five days per week. *Steps to Respect* offers explicit skills instruction, academic integration, and teacher instructional practices. And it is “applicable to a variety of cultures and ethnic backgrounds,”⁶ which perfectly suits our multi-cultural student population and community. This proposal allows us to provide counselors to teach weekly lessons in *Second Step* for grades K-3, 25-30 minutes; and *Steps to Respect* for grades 4-6, 45 minutes.

SEL programs often include animal-assisted therapy and horticulture therapy. We plan to explore those therapies within our Warm Springs Academy SEL program. Educational success for American Indian students is defined as a “holistic, multi-dimensional process that addresses

⁴ Casel Guide, “Effective Social and Emotional Learning Programs,” pp 19-30 (2012), rates a comprehensive list of SEL programs.

⁵ Casel Guide, “Effective Social and Emotional Learning Programs,” pp 60 (2012).

⁶ Casel Guide, “Effective Social and Emotional Learning Programs,” pp 62 (2012).

student needs on multiple levels.”⁷ That is, learning is interconnected with the community and place-based in nature. “The Native American philosophy of being one with all beings ties in easily with the use of pet therapy, which assists the child to form strong emotional bonds and to develop empathy. Through interaction with animals, children learn to understand not only the feelings and needs of animals but also the feelings and needs of fellow human beings.”⁸ And adding the component of horticulture therapy “allows modern day children to acquire the mastery that their Native American peers were able to achieve naturally.”⁹

The proposed SEL program allows us to build a Response to Intervention (RtI) model, which we will implement in Fall 2015. In general, RtI is the practice of (1) providing high-quality, tiered interventions matched to each student’s needs and (2) monitoring progress frequently to make decisions about intervention. RtI emphasizes prevention, early intervention, progress monitoring, and graduated levels of intervention intensity. However, as noted in Table 4, we currently lack the appropriate staffing levels to accomplish much beyond “identifying and defining” exactly who is causing exactly what trouble. By increasing the number of counseling professionals, including SEL the curriculum, and creating all-year links to our Community Partners, we can reach the end of that RtI litany: “resolving students’ academic and behavior difficulties.” Furthermore, we will have an array of paths to that resolution: behavior counseling on-site, referrals to our Community Partners, and animal-assisted/horticulture therapy.

⁷ National Indian Education Association, “Views and Perspectives of Native Educational Success: A National Survey” by CHiXapkaid (University of Oregon) and Ella Inglebret and Rose L. Krebill-Prather (Washington State University), p. 5, available at <http://www.niea.org/data/files/native%20student%20success%20final%20report.pdf> (Accessed April 5, 2014).

⁸ See Hunter and Sawyer, “Blending Native American Spirituality with Individual Psychology in Work with Children,” *The Journal of Individual Psychology*, vol 62, no 3 (Fall 2006) 234, 238.

⁹ Hunter and Sawyer, *supra*, at 240.

3. Quality of Management Plan

A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The management plan for this project builds on the successful model already used in the district. This model encourages program refinement based on feedback from students, staff, parents, and the community, as well as the student outcomes obtained and measured through our rigorous data-gathering. The management plan for this project uses weekly and monthly feedback to effectively achieve our objectives. The program services are designed to successfully implement the goals and objectives of this project.

The Project Directors are Melinda Boyle, Director of Curriculum and Instruction at Jefferson County School District, and Rosalynn Jaeger, Principal at Buff Intermediate School and Director of the district's counseling team. Both Ms. Boyle and Ms. Jaeger have extensive leadership, curriculum, counseling, diversity, and community-building experience. (b)(4)

(b)(4)

The Project Directors will lead the Project Management Team, comprising:

- (1) School principals from the other three schools, who will provide oversight, supervision, training, and evaluation of the project staff;
- (2) The district's Chief Financial Officer, who is responsible for financial oversight, including approval of all expense items; monitoring documentation and line-item expenditures; and overseeing the annual audit to ensure appropriate fiscal controls, including rate of spending, line-item monitoring, expense reporting against budget, and accurate forecasts for the remainder of the budget period; and

(3) Liaison from the Student Intervention Team (SIT). A teacher can refer a student having academic, social, behavior, or attendance problems within the classroom to SIT, which works with parents and Community Partners to provide wraparound community support and services such as referrals for Oregon Health Plan, housing, food bank, counseling, etc.

(4) Social-Emotional Behavior Team (SEBT) (proposed). Comprising counselors from all four schools and led by the new Counselor/Specialist, SEBT will meet weekly to assure that counseling opportunities in all four schools are seamless and working in tandem with SIT and Community Partners (including summer referrals), and further assist parents with locating support through counseling, Family University, Oregon Health Plan, Jefferson County Health Department, etc.

In addition, the Project Directors will attend meetings with the Community Partners listed in Table 3. And the superintendent and school board support this project and are committed to finding the resources to sustain this project beyond the life of the grant. Table 6 lists the key tasks, responsibilities, and timelines for project development and implementation.

Table 6: Tasks, Responsibility, and Timeline

Tasks	Responsibility	Timeline
A. Development (Year 1) (June 2014-Aug 2014)		
Convene the Project Management Team on monthly basis to develop and implement this project.	Project Directors	Monthly, from June 2014-August 2014
Purchase and install SWIS Suite (described in section 3.B).	District	Complete by August 2014
Recruit, screen, interview, hire, and mentor 2 FTE Counselors and 1 FTE Counselor/Specialist, with appropriate certifications and diversity experience.	District Project Directors School Principals	Complete hiring by August 2014
Research professional development opportunities and curriculum for teachers, administrators, and employees.	Project Directors SIT/Community Partners	Complete research by July 2014

Schedule and integrate professional development opportunities with existing professional development activities and resources planned within the district; explore offering programs to community partners and parents.	Project Directors SIT/Community Partners	Professional development and special training during August in 2014, 2015, and 2016
Research behavior-therapy curriculum (including animal-assisted/horticulture therapy), tools, and counseling materials to support and enhance program.	Project Directors SIT/Community Partners	Complete by Aug 2014, 2015, and 2016
B. Implementation (Year 1) (Sept 2014-July 2015)		
Implement SEL programs and positive support plan at four elementary schools.	Project Directors SIT, Community Partners, SEBT	September 2014
Monthly meetings of Project Management Team during the life of the grant. Weekly meetings with SEBT. Meetings include ongoing project evaluation and project modifications.	Project Directors SIT, Community Partners, SEBT	Monthly and weekly, September 2014-June 2015
Compile curriculum and materials to create capacity and a sustainability plan beyond the life of the grant.	District Project Directors	September 2014-June 2015
Complete evaluation and program modification for Year 1. Includes meeting milestones, feedback from parents, students, Community Partners, SEARS ¹⁰ , and school personnel, and adjust plans. Evaluation is ongoing within SIT.	Project Directors SIT, SEBT, Community Partners	June-July 2015
Review and update applicable student personal education plans based on annual results, including SEBT, and integrate results within school, student support team, etc.	SIT, SEBT, Community Partners	June-July 2015
Review time allocation for all personnel hired through this grant. Ensure they're spending at least 85% of their time counseling students or other activities related to counseling process. Adjust workload for Year 2 forward.	Project Directors SIT, SEBT, Community Partners	June-July 2015
C. Implementation (Year 2) (Aug 2015-July 2016)		

¹⁰ SEARS is described in section 3.B.

Schedule and integrate professional development opportunities.	Project Directors SEBT, Community Partners	August 2015
Continue SEL program and positive support plan at four schools.	Project Directors SIT, Community Partners, SEBT	September 2015- June 2016
Monthly meetings of Project Management Team during the life of the grant. Weekly meetings with SEBT. Meetings include ongoing project evaluation and project modifications.	Project Directors SIT, Community Partners, SEBT	Monthly and weekly September 2015-June 2016
Complete evaluation and program modification for Year 2. Includes meeting milestones, feedback from parents, students, Community Partners, SEARS, and school personnel, and adjust plans. Evaluation is ongoing within SIT.	Project Directors SIT, SEBT, Community Partners	June-July 2016
Review and update applicable student personal education plans based on annual results, including SEBT, and integrate results within school, student support team, etc.	SIT, SEBT, Community Partners	June-July 2016
Review time allocation for all personnel hired through this grant. Ensure they're spending at least 85% of their time counseling students or other activities related to counseling process. Adjust workload for Year 3 forward.	Project Directors SIT, SEBT, Community Partners	June-July 2016
C. Implementation (Year 3) (August 2016-July 2017)		
Schedule and integrate professional development opportunities.	Project Directors SIT/Community Partners	August 2016
Continue SEL program and positive support plan at all four schools.	Project Directors SIT, Community Partners, SEBT	September 2016- June 2017
Monthly meetings of Project Management Team during the life of the grant. Weekly meetings with SEBT. Meetings include ongoing project evaluation and project modifications.	Project Directors SIT, Community Partners, SEBT	Monthly and weekly, September 2016-June 2017
Complete evaluation and program modification for Year 3. Includes meeting milestones, feedback from parents,	Project Directors SIT, SEBT, Community	June-July 2017

students, Community Partners, SEARS, and school personnel, and adjust plans.	Partners	
Review and update applicable student personal education plans based on annual results, including SEBT, and integrate results within school, student support team, etc.	SIT, SEBT, Community Partners	June-July 2017

B. Adequacy of procedures for ensuring feedback and continuous improvement in operation of proposed project.

As noted in section 1.B., Jefferson County School District routinely and robustly collects and analyzes data about our students so that we can best support academic and personal success. The district-wide accountability system consists of data-driven decision making supported by data from the sources and teams outlined below. Data-driven decision making—a tenet in our district—requires us to use our data to recommend appropriate decisions for *each* student, as an individual. For this project, the teams and procedures are:

- Data Team (existing): Twice a month we use late-starts and early release for school Data Team meetings, in which we address immediate student needs and behaviors and consider appropriate strategies for building protective factors. For this proposal, our Data Team meetings would include feedback from the mental health professionals’ work with students and with our Community Partners.
- SIT (existing, described in section 3.A.): Meets bi-weekly to address district and school issues including student behavior and expectations. Reviews progress, action steps, and the plan for each student. In our proposal, these meetings afford scrutiny of students not yet formally engaged with an on-site counselor but perhaps needing to be so engaged.
- SEBT (proposed, described in section 3.A.): With the additional proposed staff, this team would focus on professional development for counselors, with a component for input and feedback from Community Partners.

- The Social-Emotional Assets and Resiliency Scales (SEARS) (proposed): SEARS is a strength-based assessment system designed to measure positive social/emotional attributes and skills (e.g., self-regulation, social and emotional knowledge and competence, problem solving skills, empathy) of children. This research-based, multi-informant system includes teacher, parent, and child; scales are intended to be used for screening, assessment, and decision making; intervention planning; intervention monitoring and evaluation; program evaluation; and research.¹¹ We would begin this assessment program in 2014-15 with testing third grade in Grant Year 1, third and fourth grades in Grant Year 2, and third, fourth, and fifth grades in Grant Year 3.
- SWIS (proposed): The SWIS Suite is a web-based information system to collect, summarize, and use student behavior data for decision making. We successfully use SWIS in our middle and high schools to focus on students with disruptive behavior, work with that group, re-focus, re-work, until the core group becomes ever smaller while the others are integrated into groups that meet their specific needs (e.g., trauma or grief counseling). Currently our elementary schools use Power School to record all data for students because it links to the Oregon Department of Education for reporting standards. However, the SWIS Suite affords more features for tracking social-emotional issues on a child or school.

The Project Management Team will continue to seek input and encourage communication through monthly meetings with our Community Partners, advisors, parents, students, personnel, and community members. Ensuring that these perspectives will continue to be part of the planning and implementation is possible through attention to project design,

¹¹ The University of Oregon “Strong Kids” program includes a good description of SEARS at <http://strongkids.uoregon.edu/SEARS.html> (Accessed April 7, 2014).

meeting projected timelines, and clearly designated staff responsibility. Information and outcomes from this project will be shared through regional, statewide, and professional networks.

4. Quality of the Project Evaluation

A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

This proposal will collect the following objective performance measures: Attendance; Referrals by grade; Referrals by school; and Referrals from school to Community Partners. This data will be collected twice per month, using SWIS Suite software. This information informs changing student incentives, expectations in class, training for supervisors, and overall school changes that we should consider. This information also informs updating parents and how they can support student behavior. We expect to see the following outcomes:

- Professional development leading to improved teacher/staff competency and confidence in identifying and addressing student needs when SEL and mental health training is in place.
- Coordinated and systematic continuum of counseling care for students through school and community when ratio of students to mental health professionals is increased.
- Solid linkages with Community Partners (listed in Table 3) to support social, emotional, and physical needs of students when school mental health professionals are able to make appropriate referrals.
- Ability to make referrals through the year, not just during the school year, when Counselor/Specialist is in place.
- Improved the school-based initiatives to promote positive youth development through RtI, SEL programs, and therapy curricula throughout the school year in grades 1, 3, & 5.

B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Our data-collection system is embedded in our district, is ongoing, and will be enhanced significantly in the elementary schools with the introduction of the SWIS Suite. Our Data Team meets every two weeks for immediate needs and monthly for more comprehensive assessment of our students. Data will be reported to the Project Management Team.

Our management plan calls for the Project Management Team to meet (1) monthly with the district-wide SIT and (2) weekly with district-wide SEBT. Each of those meetings affords opportunity for ongoing project evaluation and project modifications.

In addition, our management plan includes a component for feedback and review with Community Partners through the SEBT, and, critically and especially, with our Tribal partners through the Confederated Tribe of Warm Springs Community Counseling Center.

The long-term intended outcome is to decrease the number of disciplinary referrals in each of the four schools. Table 6 illustrates our baseline and our goal at the end of the three years of this grant:

Table 7: GPRA 2: The average number of referrals per school for disciplinary reasons at baseline (2012-2013)

	Discipline referrals	Students enrolled	CURRENT % of discipline referrals	GOAL rate of discipline referrals
Buff	215	326	66	10%
Metolius	50	298	17	10%
Madras	65	418	16	10%
Warm Springs	140	464	30	10%
Total	470	1,506	28	10%

Table 8 outlines performance measures and data sources for each project objective. The Project Directors will review program implementation and progress, monitoring data quarterly, and program outcome data annually. A description of the data sources and a description of their use in program decision-making follow Table 8.

Table 8: Project Objectives, Performance Measures, and Data Sources

Objective	Measure	Data Source	Timeline
Increase the counseling services available to students through increased mental health and counseling services and related programs	Successful hiring of 2 FTE counselors, and 1 FTE Counselor/Specialist	School Personnel Office	Before August 2014
Coordinate a systematic continuum of mental-health care to promote positive student development and address problems as identified	Number of students referred and enrolled in counseling services by grade, gender, and ethnicity	SIT meeting notes; Mental-health service data	Monthly
Increase the knowledge and training for school personnel to recognize the early signs of mental-health needs of students	Number and percent of staff completing professional development on (A) implementing Steps to Respect and Second Steps and (B) referring students for counseling and mental health services; Number of staff implementing SEL curriculum	SIT meeting notes; Stakeholder focus group; Mental-health utilization data	Annual
Provide appropriate guidance curriculum, activities, and services based on the needs of the entire student population	Counseling referral and enrollment information	Student-level data	Annual
Ensure counseling services are an integral component of each school's programs and an essential link with the community	Log of system barriers, solutions, and system outcomes	Staff training attendance records; Stakeholder focus group; Professional development evaluation	Quarterly
Increase the time for counselors to teach SEL curriculum to students and to network with community organizations and resources	Number of classrooms teaching SEL curriculum; Number of students receiving SEL curriculum by school, grade, and race/ethnicity; By type of SEL program, the number of students receiving counseling services by school, grade, and race/ethnicity	School master calendar; Student-level data	Weekly

Monthly Review

Project activity attendance logs. The Project Management Team record the date, event, and number of attendees for student activities and professional development sessions. For the latter, staff members evaluate all professional development events. A master calendar summarizes the number of classrooms and frequency of SEL instruction. These data will help plan and monitor quality-of-program implementation.

Office Discipline Referral and Attendance Data. Each school collects discipline referral, suspensions (in-school and out-of-school), attendance, and expulsion data. The SEBT reviews this data weekly to identify school and classroom interventions, e.g., SEL instruction in conflict resolution, increased supervision, or professional development in classroom management. At the individual student level, the project uses discipline referral data to identify at-risk or high-risk students who require project services, monitors their progress following enrollment in program services, and as a measure of overall program effectiveness for identified student subgroups.

SEBT meeting notes: Weekly SEBT meetings among program administrators, school counselors, and mental-health professionals to process student referrals, collaborate in student treatment planning, and monitor student progress. The SEBT meetings also identify and record systems barriers and recommendations for improved practice.

Mental Health Referral Data. The project documents referrals, enrollment, program services provided, and status at exit (treatment complete, moved, etc.) for students receiving mental health, school counselor, or behavior support services. This data will help in planning program implementation and ensure that services are allocated equitably across student subgroups.

Annual Review

School-wide Evaluation Tool (SET). The SET is a research-validated instrument designed

to (1) assess and evaluate the critical features of school-wide positive interventions and support across an academic year and (2) identify strengths and challenges in implementation of the key features of positive behavior intervention systems (PBIS). At the initiation of the project and annually thereafter, the Project Directors will use SET to monitor the progress and quality of PBIS implementation at each school.

Oregon Assessment and Knowledge Skills (OAKS). Oregon statewide testing and accountability system for reading, writing, and math. Data are available by district, school, and student levels. This data is used to monitor progress toward academic outcomes for the project, school, and individual students.

Educational Effectiveness Survey (EES). The EES survey, administered annually to parents and teachers, identifies strengths and challenges related to implementation of nine research-based characteristics of high-performing schools. EES data measures program outcomes related to focused professional development, supportive learning environments, leadership, high-quality teaching, and collaboration.

SEARS: See the description in section 3.B. SEARS will be used as a pre-test and a post-test to measure effectiveness of our social-emotional interventions.

Stakeholder focus groups. These groups gather data about the perspectives of key stakeholder groups. The focus-group protocol includes questions about the perceived benefits, challenges, and recommendations for program improvement.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

As the duly authorized representative of the applicant, I certify that the applicant shall assure that:

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.

(b)(6)

Signature of Authorized Certifying Official

Project Director
Title

Jefferson County School District 509-J 4-25-14
Applicant Organization Date Submitted

					Unallowed.		
100 General Fund	2550	650 Insurance and Judgments	\$-15,816.00	Accepted	Move HR Director from Indirect to Unallowed.		Unallowable
200 Special Revenue Funds	1122	410 Consumable Supplies and Materials	\$-28,121.86	Accepted	Exclude SSB Funds from Indirect.		Direct
200 Special Revenue Funds	1132	410 Consumable Supplies and Materials	\$-74,768.26	Accepted	Exclude SSB Funds from Indirect.		Direct
200 Special Revenue Funds	1122	640 Dues and Fees	\$-14.00	Accepted	Exclude SSB Funds from Indirect.		Direct
200 Special Revenue Funds	2410	640 Dues and Fees	\$-330.89	Accepted	Exclude SSB Funds from Indirect.		Direct

Your 2013-2014 Restricted Indirect Rate is: $\text{Indirect}/(\text{Unallowed} + \text{Direct}) = \text{Rate}$ $\$1,231,859.90/(\$1,116,118.67 + \$30,522,257.84) = 3.89\%$

Biography
Jefferson County School District 509-J
Multiple Methods for Positive Mental Health

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Letters of Support
Jefferson County (Oregon) School District 509-J
Multiple Methods for Positive Mental Health

BestCare Treatment Services - Heather Crow-Martinez, Program Director

Jefferson County –Jeffrey Davis, Behavioral Health Advisor

Kids Club of Jefferson County – Joe McHaney, Executive Director

Oregon Child Development Coalition – Jackie Brown, Program Director



541-475-6575 • Fax 541-475-6196
125 SW C Street • Madras, OR 97741

April 14, 2014

Loretta McDaniel
US Department of Education
550 12th Street, SW, Room 1008 PCP
Washington, DC 20202-6450

Re: Jefferson County, Oregon, Elementary School Counseling Proposal
"Multiple Methods for Positive Mental Health"

Dear Ms. McDaniel:

I am pleased to support, on behalf of BestCare Treatment Services, Jefferson County School District's application for a counseling grant for elementary schools. This grant will allow us to leverage increased mental health services for children at the elementary schools.

BestCare Treatment Services is a private nonprofit. We have served our clients for 16 years and our headquarters is in Redmond (Jefferson County). We are the contracted behavioral health agency in the county, and our service include providing community mental health services with a special emphasis on child/family issues and developmental disabilities. We see anyone who requests and/or is referred to our agency.

Jefferson County is the most culturally diverse county in Oregon, with substantial Native American and Latino populations. Our clientele mirrors this population and many of our staff speak Spanish; close to a third is Native American.

The services we provide for children include:

- Assessment/evaluation
- Individual treatment/group counseling
- WrapAround Services (Milwaukie WrapAround model)
- Case management
- Child psychiatry, including medication management

Page 2 – Letter of Support

Currently we have over 100 children involved in behavioral health services at our agency, and there is a significant unmet need. This grant would help our community meet this need. Please feel free to contact me if you need more information.

Sincerely Yours,

(b)(6)

Heather Crow-Martinez, Program Director
Mental Health, A/D Treatment,
ATOD Prevention, Developmental Disabilities

JEFFERSON COUNTY

66 S.E. "D" St., Suite A • Madras, Oregon 97741
• Ph: (541) 475-2449 • FAX: (541) 475-4454

April 14, 2014



US Department of Education
550 12th Street, SW, Room 1008 PCP
Washington, DC 20202-6450

Re: Jefferson County, Oregon, Elementary School Counseling Proposal
"Multiple Methods for Positive Mental Health"

Dear Ms. McDaniel:

On behalf of Jefferson County, I am writing to support the application of Jefferson County School District 509-J for grant funds to enrich our children's mental and emotional health.

Jefferson County is the Local Mental Health and Public Health Authority. Jefferson County through its Authority either provides or contracts for mental health and SUD services along with providing public health services and providing funding through contracts for Healthy Start Services for children. We are currently engaged in fully understanding our at-risk population, using the Harvard University Pathways to Children Ready for Kindergarten mapping tool. This tool helps us use research-based indicators to define our at-risk population.

For example, a primary risk factor facing Jefferson County is the number of people living in poverty. One important indicator that is higher than state levels is the sad fact that 57% of Jefferson County incoming kindergartners needed intensive interventions (source: Oregon Department of Human Services 2012).

This elementary school grant will boost the student/counselor ratio in three of our schools to meet the applicable statute. This grant will allow us to leverage increased mental health services for children at the elementary schools. More important, it will provide our school district with myriad tools to address the mental health needs of these children and expand its collaboration with other providers and Jefferson County.

Thank you.

Sincerely yours,

(b)(6)

Jeffrey Davis, MSW
Jefferson County Behavioral Health and Health Advisor



“To provide enrichment activities and opportunities for kids, especially those who need us most, to learn important skills, in a safe environment, that will enable them to reach their full potential.”

PO Box 571, Madras, OR 97741 • (541) 475-7028 • kidsclub@509j.net • www.jckidsclub.com

April 14, 2014

Loretta McDaniel
US Department of Education
550 12th Street, SW, Room 1008 PCP
Washington, DC 20202-6450

Re: Jefferson County, Oregon, Elementary School Counseling Proposal

Dear Ms. McDaniel:

This letter is written in support of the application of Jefferson County School District 509-J for a mental health/counseling grant for our children. I know first-hand that we need this grant. I am the executive director for Kids Club of Jefferson County, and I see a lot of kids.

Jefferson County is a Central Oregon rural community with an unemployment rate of 16.4% and a poverty level at 18%. Nearly three-fourths of school children qualify for free or reduced lunch. Kids Club serves nearly 550 school-age children annually. Approximately 38% are Caucasian, 48% Latino, and 14% are other ethnicities. Every day, our kids face the problems that attend the persistent poverty in Jefferson County, and many of them also face language barriers. Kids Club seeks to change that trajectory and create a platform for our kids' success. Kids Club provides a refuge from violence, abuse, neglect, drugs, and alcohol while remaining focused on positive youth development in three core areas: character and citizenship, healthy lifestyles, and academic success.

Our robust after-school program creates a strong academic success rate, promotes healthy kids, and helps kids build character and citizenship. The after-school program is a partnership with the school district. We do a lot for these kids at Kids Club—help with homework, provide a nutritious meal, create good fun outdoors and indoors. The thing we don't do is counseling and mental health, and that's something these kids really need.

The kids need the counseling to remain focused on positive youth development and academics. Our county needs this grant. This grant will allow us to leverage increased mental health services for children at the elementary schools. Please contact me at 541-475-7028 or kidsclub@509j.net if you need further information.

Sincerely,

(b)(6)

Joe McHaney
Kids Club Executive Director



**OREGON
CHILD
DEVELOPMENT
COALITION**

**JEFFERSON County
Services Provided:**

- Migrant Seasonal
- Head Start
- Early Head Start
- Programs

JEFFERSON COUNTY
659 NE A Street, Madras, OR 97741
tel 541.475.6232 fax 541.475.4243 www.ocdc.net

April 14, 2014

Loretta McDaniel
US Department of Education
550 12th Street, SW, Room 1008 PCP
Washington, DC 20202-6450

Re: Jefferson County, Oregon, Elementary School Counseling Proposal
"Multiple Methods for Positive Mental Health"

Dear Ms. McDaniel:

On behalf of the Oregon Child Development Coalition (OCDC), this letter is written in support of the application of Jefferson County School District 509-J for grant funds to enrich our children's mental and emotional health.

OCDC's mission is to improve the lives of children and families by providing early childhood education, care, and advocacy with unique and supportive services to enhance family growth and community success. We accomplish our mission by partnering and collaborating with state and local service providers and key stakeholders. □

In Jefferson County, OCDC improves the lives of children and families through the Migrant Seasonal Head Start program. We collaborate closely with Jefferson County Schools.

As a partner in this grant, we represent the children who will arrive in the schools needing those requested counseling services. This grant will allow us to leverage increased mental health services for children at the elementary schools.

Thank you.

Sincerely yours,

(b)(6)

Jackie Brown
Program Director
Jefferson County O.C.D.C.

OCDC Administrative Office
PO Box 2780
9140 SW Pioneer Ct, Suite E
Wilsonville, OR 97070
tel 503.570.1110
fax 503.682.9426
www.ocdc.net

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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Budget Justification
Jefferson County (Oregon) School District 509-J
Multiple Methods for Positive Mental Health

1. Personnel

- a. **Counselor/Specialist:** (to be hired) Appointment is 1.0 FTE position and is based on salary schedule for Jefferson County School District with a 3.6% salary increase built into each project year.
- b. **Counselors:** (to be hired) Appointment is for 2.0 FTE positions and is based on salary schedule for Jefferson County School District with a 3.6% salary increase built into each project year.

The following represents a summary of the three-year proposed budget for personnel expenses:

Year 1	Year 2	Year 3	Total
\$ 150,000	\$ 154,500	\$ 159,135	\$ 463,635

2. Fringe Benefits

The following represents a summary of the three-year proposed budget fringe benefits, which includes employer payroll tax, health and dental insurance, and 401K match with a 2.2% annual increase:

Year 1	Year 2	Year 3	Total
\$ 154,080	\$ 157,432	\$ 160,874	\$ 472,386

3. Travel

Mileage and other travel costs are based on travel expenses in Central Oregon, including the vast distances to airports in Oregon.

- a. **Project Directors' Meeting:** (Rosalynn Jaeger and Melinda Boyle) For Department of Education-sponsored workshop held in Washington D.C. for three years. Attendance brings enhanced knowledge of contract, contract compliance, and information shared. The costs are \$2,500 per year/per person for a total of \$15,000. The district will pay \$2,500 for these costs in Year 1, \$5,000 in Year 2, and \$2,500 in Year 3.

Category	Amount
Airfare from Redmond, Oregon, to Washington D.C. @ \$700 (R/T) and parking	\$ 800
Hotel at \$250 for 4 nights	\$ 1,000
Per diem at \$200 per day and misc. costs	\$ 700
Total cost per year per person	\$ 2,500

4. Equipment - No Costs

5. Supplies

The supplies include Social Emotional Testing (SEARS) \$30,000; therapy curriculum (Steps to Success and Second Steps) and counseling materials \$27,000; and Assessment Software (SWIS) \$2,500 to support and enhance the services for elementary students in Jefferson

Budget Justification
Jefferson County (Oregon) School District 509-J
Multiple Methods for Positive Mental Health

County School District. The total SWIS assessment costs are \$5,000 with the district covering half the SWIS expenses in 2014-15.

Year 1	Year 2	Year 3	Total
\$ 27,500	\$ 15,500	\$ 16,500	\$ 59,500

6. Contractual

- a. **Professional Development:** Includes the costs associated with providing training and professional development opportunities for the staff. Examples include training on the implementation of Steps to Respect and Second Steps and training on the referral process for students for counseling and mental health services. The Counselors will also need 2 days of training on the implementation of the new programs, followed up with walk-throughs by the administrators and the Counselor/Specialist to monitor program implementation and to make adjustments to the program as needed. The budget includes \$10,000 for Year 1 with the district covering half the expenses, and \$10,000 for Year 2. By Year 3, the professional development expenses will be incorporated into the annual training budget for the district.
- b. **Mental Health Professional:** The district plans to hire contracted behavioral health services through the only provider in the area. The costs are estimated at \$45,000 per year for .75 FTE services in our elementary schools. Services will include child psychiatry, case management, assessment /evaluation, individual/group counseling, and wrap-around services. This organization just received funding (included in the non-federal budget for \$73,700 per year for 3 years) to place 1 social worker and 1 health counselor in our elementary schools 3 days per week.

Year 1	Year 2	Year 3	Total
\$ 50,000	\$ 55,000	\$ 45,000	\$ 150,000

7. Construction - No costs

8. Other – No Costs

9. Total Direct Costs

The following represents a summary of the three-year proposed budget for total direct costs:

Year 1	Year 2	Year 3	Total
\$ 384,080	\$ 384,932	\$ 384,009	\$ 1,153,021

10. Total Indirect Costs

The following represents the three-year proposed budget for total indirect costs based on a federal-approved indirect cost rate of 3.89%:

Year 1	Year 2	Year 3	Total
\$ 14,941	\$ 14,974	\$ 14,938	\$ 44,853

Budget Justification
Jefferson County (Oregon) School District 509-J
Multiple Methods for Positive Mental Health

11. Training Stipends – No costs

12. Total Costs For Project

Listed below is a summary of the three-year proposed budget for total project costs for U.S. Department of Education Funds. Non-federal funds include \$241,100. The 3-year federal budget is \$1,197,874.

Project Year 1	Project Year 2	Project Year 3	Total
\$ 399,021	\$ 399,906	\$ 398,947	\$ 1,197,874

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Jefferson County School District 509-J

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	150,000.00	154,500.00	159,135.00			463,635.00
2. Fringe Benefits	154,080.00	157,432.00	160,874.00			472,386.00
3. Travel	2,500.00	2,500.00	2,500.00			7,500.00
4. Equipment						
5. Supplies	27,500.00	15,500.00	16,500.00			59,500.00
6. Contractual	50,000.00	55,000.00	45,000.00			150,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	384,080.00	384,932.00	384,009.00			1,153,021.00
10. Indirect Costs*	14,941.00	14,974.00	14,938.00			44,853.00
11. Training Stipends						
12. Total Costs (lines 9-11)	399,021.00	399,906.00	398,947.00			1,197,874.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.89 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Jefferson County School District 509-J	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Melinda	<input type="text"/>	Boyle	<input type="text"/>

Address:

Street1:	445 SE Buff Street
Street2:	<input type="text"/>
City:	Madras
County:	<input type="text"/>
State:	OR: Oregon
Zip Code:	97741-1595
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="541-475-6192"/>	<input type="text" value="541-475-6856"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Key Project Personnel
Jefferson County (Oregon) School District 509-J
Multiple Methods for Positive Mental Health

Personnel

Martha Bewley
Chief Financial Officer, Jefferson County School District

Melinda Boyle
Curriculum & Instruction Director, Jefferson County School District
Project Director

Seth Burke
School Counselor, Warm Springs K-8 Academy

Ashlee Davis
School Counselor, JCMS

Glenna DeSouza
Principal, Warm Springs K-8 Academy

Deborah Hunt
Principal, Madras Primary

Rosalynn Jaeger
Principal, Buff Intermediate School
Project Director

Craig Morgan
Principal, Metolius Elementary

Kate Scheideman
School Counselor, Metolius Elementary

Brooke Thygeson
School Counselor, Metolius Elementary School and Madras Primary

Job Descriptions

Counselor
Counselor/Specialist
Jefferson County Multi-Disciplinary Team (MDT)

Professional experience

01/13- Current Jefferson County School District Madras
Chief Financial Officer (01/2011- Current)

- Responsible for overseeing and directing all areas of financial management, budget, capital planning, cash management and investment, management reporting, accounting, purchasing, and risk management.

10/06-01/13 Mountain View Hospital District Madras, OR

Chief Financial Officer (01/2011- Current)
Interim Chief Financial Officer (06/2010 – 01/2011)
Director of Finance (02/2010 – 06/2010)
Interim Chief Financial Officer (05/2009 – 08/2009)
Controller (10/2006 – 02/2010)

- Responsible for overseeing and directing all areas of financial management, reimbursement, budget, capital planning, cash management and investment, management reporting, accounting, revenue cycle, purchasing, materials management, insurance, patient financial services, patient access services, and health information management.
- Responsible for year-end audit, cost report and regulatory reporting requirements.
- Oversee the negotiation, compliance and audit of insurance and vendor contracts ensuring maximum benefit to the organization.
- Report financial results and recommend appropriate strategies to respond to economic trends and regulatory changes to achieve established financial objective to management, Finance Committee and Board of Directors.
- Ensure compliance with local, state and federal reporting requirements.
- Assess, complete and recommend changes to property, casualty and liability insurance program.

Key Achievements:

- During tenure as CFO reduced AR days from 98 to 41.
- Led the re-organization of the Finance departments to increase efficiencies, effectiveness and customer service.
- Developed and implemented budget process with an engaged leadership team.
- Established foundation for managers to understand department statement, budgets and variance reporting.
- Instrumental in the development and implementation of an automated Variance Reporting Tool for managers.
- Established contract database and engaged managers in developing process, policies and procedures to ensure compliance with external regulations.
- Developed fixed assets management process and year-end procedures to ensure that equipment is properly received, tagged, counted and disposed of.
- Completed audit with no deficiencies within 45 days from year-end close.
- Successfully implemented complex payroll and time and attendance software.
- Successfully implemented HealthSync (software systems implemented included: Accounts Payable, Fixed Assets, Projects, General Ledger and FRx Reporting).
- Documented and implemented internal controls, policies and procedures to adhere to Sarbanes Oakley Act.

03/06-10/06 Greer, Mahr & Associates, LLP Bend, OR

Audit/Tax Associate

- Responsible for the preparation of individual, partnership, corporation, estate and multi-state returns.
- Active in all phases of the audit: risk analysis, development of audit programs and procedures, drafting of audit reports and GAAP financial statements, and effectively communicating findings to management.

09/04-03/06 Grant Thornton, LLP. OKC, OK

Audit Associate

- Responsible for training personnel and the supervision of multiple audits. Experience includes: audits of financial statements, physical inventories, and 10-Q review for publicly traded clients.
- Active in all phases of the audit: risk analysis, development of audit programs and procedures, supervision of assistants, drafting of audit reports and GAAP financial statements, and effectively communicating findings to management.
- Experience in banking industry, healthcare industry, oil and gas industry, governmental and not-for-profit agencies, 401(k) and pension plans, manufacturing and insurance entities.

11/03-09/04 Myers Engineering Corporation OKC, OK

Accounts Receivable

- Responsible for meeting weekly invoicing goals, updating cash flow, creating revenue forecasts, creating break-even analysis and hourly breakdowns for each client. Active in restructuring billing process and effective use of accounting software.

11/99-8/02 Boys and Girls Club of Central Oregon Madras, OR

Program Director

- Responsible for budgeting, planning, managing and implementing programs.

Education

08/04-08/05 Oklahoma Christian University OKC, OK

Master of Business Administration with an emphasis in Accounting

- Summa Cum Laude Graduate
- Cumulative GPA: 4.0

08/02-08/04 Oklahoma Christian University OKC, OK

BBA in Accounting

- Cum Laude Graduate
- Cumulative GPA: 3.56
- Member of Delta Mu Delta

Additional professional activities

Madras Aquatic Center Board Member (2011 – Current)
Jefferson County ESD Board Member (2011 – 2013)
My Future My Choice Facilitator (2009 – Current)
Girls Scout Co-Leader (2009-2012)
Madras Aquatic Center Budget Committee Member (2009-2011)
Jefferson County Budget Committee Member (2007-2010)

Languages

Speak, read & write English and Spanish fluently.

Melinda Boyle

(b)(6)

"Melinda possess the interpersonal intelligence, people skills, and respectful common sense savvy to effectively inspire, problem solve, and lead people towards important goals."
 —Dr. Kevin Feldman

"She also has a great understanding of teaching and learning, but what sets Melinda apart from many of our other colleagues is her ability to lead."
 --Pat Echinas

"Overall, Melinda's success springs from her intelligence, work ethic, and ability to bring disparate groups to consensus. In areas she supervises, personnel problems are quickly and positively resolved while maintaining support for her leadership. She is well liked as a supervisor and a colleague".
 --Keith Johnson
 Superintendent

OBJECTIVE:

Experienced and innovative instructional leader seeking the opportunity to make a difference in the lives of children in a rewarding administrative position

EDUCATION:

Lewis & Clark College • June 2006

- Continuing Administrators License

Oregon School Personnel Association • June 2004

- Human Resource Director Certification

Lewis & Clark College • August 2002

- Masters in Education

Oregon State University • June 1982

- Bachelor of Science Business Education

EXPERIENCE:

Director of Curriculum & Instruction

Jefferson County School District 509-J • July 2009 – Present

- Teaching & Learning Support Team Leader
 - Instructional Coaches
 - Quality Teaching
 - District & School Improvement
- New Teacher Induction & Mentoring Program
 - New Teacher Center
 - Mentoring Grant Title IIA, 2012-2013
- Systems of Accountability
 - Data Driven Decision Making
 - District & School Data Teams
 - Priority Standards & Common Formative Assessments
 - Effective Instruction
 - 100% Engagement of Students
- Oregon Literacy Framework
- Professional Development Coordinator
- Curriculum Selection, Mapping, & Implementation
- Collaborative Transition to Common Core Standards
- Federal Programs Director, Title I, II, III, IV, VI
- School Improvement Grant District Director
- Family University
- Extended Learning: Summer School, After School Tutoring
- Teacher & Administrator Evaluation
- Grant Writing
- District Assessment Coordinator
- Gift of Literacy, First Grade Celebration

"The term *"natural leader"* may seem a bit cliché, yet it truly describes the essence of Melinda's style in working with people. In her professional manner, she maintains a relaxed atmosphere, with an **open door policy**. Even though she often comes up with creative, innovative ideas, she readily seeks the opinions of others. Melinda pays attention to detail and conscientiously follows through. She treats everyone equally, and fairly, with dignity and respect. She has the **innate ability to get people to work together on ideas and projects."**

--Lynn Gassner
Counselor

"Melinda excels in organization, quality of work, responsibility, solid common sense decision-making, student/teacher empathy and handling confrontational situations with ease. She is not afraid to make the right decisions to benefit the students even though she knows it may not be popular with all entities."

--Sean Gallagher
Principal

- **Presenter**
 - COSA, Principals Conference • October 2011 & 2012
 - COSA, Assessment Institute • August 2011 & 2012
 - The Turn Around: Our Road to Academic Success
 - An Academic Triathlon: The Race of a Lifetime

Human Resource Director

Jefferson County School District 509-J • July 2004 – June 2009

- Management of Two Labor Agreements
- Recruitment, Staffing, & Hiring
- Training & Professional Development
- New Teacher Induction & Mentoring
- Collaborative Evaluation Program Development: A Journey of Continuous Growth
- Evaluation & Management of District Personnel
- Labor Negotiations & Relations
- Policy Awareness
 - Creation of Employee Handbook
- Leave Administration Including OFLA & FMLA
- Workmen's Compensation
- Transportation Department Director
- Facilitator of Supervisors Meetings
- Problem Solving & Working in Collaboration with Administrative Team

Assistant Principal

Jefferson County School District 509-J • July 2002 – June 2004

- Student Discipline & Attendance
- Extended Learning: P.M. School & Summer School Administrator
- Departments Administrator & Teacher Evaluator for: Alternative Education, Business, Foreign Language, Health & PE, Music, Reading, and Technology
- Student Handbook
- Title VII
- Teen Parent Program
- Guide Room Development & Implementation
- Student Bonus Program
- Adventure Course Program (Alpine Tower)
- Student Information System School Administrator
- Building Management

Community Organizations and Activities:

Jefferson County Rotary Club
Member 2004-Present
President 2009-2010

Jefferson County Kids Club
Board of Directors, 1999-Present
Chair 2000-2001, Board of Governors

Soroptimist International
Member 1988-2004
Albany President, 1989-1990
Madras President, 1999-2001

Jefferson County Education Council
Member 2011-Present

Professional Memberships:

- Oregon School Personnel Association
- American Association of School Personnel
- National Association of Secondary School Principals
- Confederation of Oregon School Administrators
- Association of School Curriculum Directors

"Melinda: I just thought you should know that at our voluntary staff meeting on Wednesday, many positive things were said about you. People appreciate your open, supportive attitude and are willing to go the extra mile for you because they believe you would do the same for them. Thanks for being here!"
 --Sharon Brown
 Math Teacher
 Madras High School

"She has proven to not only me, but also the entire student body, that she really does care about our success and hopes we accomplish our dreams"
 "She has motivated me to strive for what I believe in and has really believed in me."
 --Phillip Villa
 Student
 Madras High School

"The trust and respect Mrs. Boyle has earned in our community shows her great ability to work with diverse populations that characterize our county. She has provided leadership and the "spark" to create and manage projects and programs, to build teams of volunteers, to communicate effectively—and to do it patiently and quickly."
 --Jodi Eagan
 Community Member

Honors:

Albany Junior First Citizen
 Albany Area Chamber of Commerce, 1994

Community Service Award
 Albany Boys and Girls Club, 1998

Woman of the Year
 Soroptimist International of Albany, 1991

Boys and Girls Club of America
 Silver Medallion Award, 1992

Recent Professional Development:

- The Leadership and Learning Center
 - Data-Driven Decision Making for Results
 - Common Formative Assessments
 - Priority Standards
 - Power Strategies/Effective Teaching
 - 90/90/90 Schools Summit
 - Leadership Coaching
- Dr. Kevin Feldman, Adolescent Literacy & Engagement
- Jo Robinson, Elementary Reading
- Anita Archer, Direct Instruction.
- Charlotte Danielson, The Framework for Teacher Effectiveness
- Richard DeLorenzo, Reinventing Schools Coalition
- Robert Marzano, Formative Assessment and Standards-Based Grading
- New Teacher Center.
 - Coaching & Observation & Setting Professional Goals
- Coaching Leaders to Attain Student Success (Class)
- Oregon Leadership Network Annual Conference
- Common Core State Standards.
- CORE Leadership Summit
- 6+1 Trait Writing for Administrators, & Teachers

Supervisor References:

Rick Molitor, Superintendent
 Jefferson County School District 509-J
 541-475-6192

Kay Baker, Retired Superintendent
 Jefferson County School District 509-J
 503-622-2693

Guy Fisher, Former Superintendent
 Jefferson County School District 509-J
 907-644-1089

Keith Johnson, Retired Superintendent
 Jefferson County School District 509-J
 503-704-8735

Phil Riley, Retired Superintendent
 Jefferson County School District 509-J
 503-848-8150

EDUCATION**Masters of Science in Counseling**, June 2011

Oregon State University-Cascades, Bend, OR

Bachelors of Science in English Communications, December 2004

Corban University, Salem, OR

EXPERIENCE**School Counselor**, September 2011—Present , Jefferson County Middle School, Madras, OR

- Professional Development: *Mean Girls Relational Aggression Training, Train the Trainer Bully Prevention, Kevin Feldman Engagement Strategies, PBIS Conference*
- Confer with administrators, students, faculty and parents on matters of student needs, interests, and discipline
- Trained staff on Bully Prevention and school wide implementation
- Counsel students on an individual and small group basis related to such problems as home and family relations, health and emotional adjustment
- Regularly communicate with parents regarding academic, behavioral or social emotional concerns
- Performed home visits to communicate with families and offer assistance for any unmet needs
- Active Member of SEL Steering Committee
- Facilitate Bullying Prevention team meetings with 8th grade students to help develop school wide recognition and develop skills
- Organize and coordinate 504 meetings with teachers, parents and student to help better meet individual needs
- Daily co-teach 6th grade At-Risk students using 2nd Step Curriculum
- Lead a Social Skills Workshop for 6th grade boys

Educational Assistant, October 2010 – June 2011, Elton Gregory Middle School, Redmond, OR

- Worked cooperatively with SPED teacher and classroom teachers, assisting students individually and in group settings as part of inclusion model
- Implemented social skills development and behavior modification programs to assist students achieve higher level of success

Counseling Intern, October 2010-June 2011, Elton Gregory Middle School, Redmond, OR

- Collaboratively worked alongside school counselor and administrative staff helping students achieve success in the four domains: academic, personal/social, career and community
- Effectively communicated with teachers, students and parents to help resolve barriers in learning
- Assisted in IEP, 504 and SST meetings, communicating relevant information on student development, potential learning barriers and behavioral issues

Seth Burke

Counseling Intern -- continued

- Counseled individual students regarding academic issues, truancy, bullying and anxiety
- Implemented Boys Council Curriculum, helping develop social skills for seventh grade boys group
- Led an anger/behavior group for 6th grade boys supporting school wide PBIS model

Counseling Intern, August-September 2010, Redmond High School, Redmond, OR

- Developed skill using ESIS scheduling technology
- Engaged in counseling students to increase personal growth and self-understanding
- Provided counseling for personal issues related to home and family relations, emotional adjustment, and health-related matters

Counseling Practicum, September-May 2010, Sisters High School, Sisters, OR

- Assisted school counselor in teaching freshman career exploration class through CIS program
- Ran credit checks for juniors and active member of SET team identifying students with needs for IEP or 504
- Co-lead groups with LCSW professional at Sisters High School and Middle School for at-risk students
- Provided individual counseling for students regarding career options and psychosocial issues

Student Teaching, May-June 2009, Sisters High School, Sisters, OR

- Developed lesson plans, established classroom management, and made curriculum modifications for students with IEP
- Used technology and interactive classroom activities to educate students on child abuse, drugs and addiction, violence and hate crimes, and practical counseling skills

REFERENCES



Resume

Glenna Jean DeSouza

(b)(6)

Education:

2009-2012	George Fox University	Continuing Administrative License
2001-2002	George Fox University	Initial Administrative License
1994-1996	Portland State University	Masters of Science/Special Education
1978-1988	Western Oregon University	Bachelors of Science/Elementary Education

Work Experience:

- Jefferson County School District 509-J
Supervisor: Rick Molitor
Dates: Present
Position: K-8 Planning Principal
- Sweet Home School District
Supervisor: Don Schrader
Dates: 2006-2013
Position: K-6 Principal
- Salem-Keizer School District
Supervisor: Ruth Gelbrich
Dates: 2004-2006
Position: Special Education Administrator
- Brookings-Harbor School District
Supervisor: Steve Swisher
Dates: 2003-2004
Position: Student Services Director
- Salem-Keizer School District
Supervisor: Starla Thomas/Phyllis Guile
Dates: 1997-2003
Position: Regular Education Teacher/
Special Education Teacher/Literacy Leader
- Cascade School District
Supervisor: Ernie Teal
Dates: 1989-1997
Position: Regular Education Teacher/
Special Education Teacher

Special Training:

- Special Education
- Endorsement: Students who are emotionally challenged
- Student Threat Assessment
- Life Space Crisis
- Positive Behavior Intervention Support (PBIS)
- Response To Intervention (RTI)
- Student Engagement Strategies
- Administrative Learning Walks

Deborah Hunt

(b)(6)

Summary

Dedicated instructional leader with a proven background in improving student performance, extensive knowledge of Jefferson County curriculum, the common core state standards, and implementing effective teaching strategies.

Core Qualifications

- Ability to use data to make decisions
- Committed to increasing student achievement
- Supportive leader
- Goal oriented
- Encourage and support others
- Forward thinking
-
- Driven to always improve
- High expectations for students, staff and self
- Ability to monitor and adjust based on student needs
- Critical thinker
- Organized
- Deep knowledge of curriculum and instructional strategies

Professional Experience

08/2013 – present **Madras Primary School - Madras, Oregon**

Principal

- Lead a student focused learning environment
- Positive Behavior Support Implementation
- Facilitate site council meeting
- Support Student Intervention Teams
- Lead data team meetings focusing on student achievement
- Implement Behavior committee to track student behaviors and determine interventions
- Support parents in increase student attendance through phone calls, letters, meetings and home visits

09/2009 – 6/2013 **Madras Primary School - Madras, Oregon**

Instructional Coach

- Provide instructional coaching to all teachers and assistants on district engagement strategies, reading instruction and mathematics.
- Organize and lead data team meetings where student achievement data is analyzed, goals set and instructional strategies identified
- Organize and monitor student reading group placement and progress
- Testing facilitator for DIBELS, and district math assessments\
- Create master schedule for both teaching staff and instructional support staff

- Participate in district teams such as the district math committee, district language arts committee, teaching and learning support, new teacher mentoring, and district data team meetings
- Communicate reading progress and goals with parents and community by sharing information at parent conferences, family nights, on the data board, and in newsletters
- Work with outside consultants to implement effective teaching strategies
- Provide professional development on district adopted curriculum and the common core state standards
- Present Jefferson County's journey of continuous improvement at COSA summer institute and the Fall Principals Conference

02/2013 – 06/2013 **After School Tutoring - Jefferson County School District - Madras , Oregon
Administrator**

- Supervise teaching and assistant staff Monitor student behaviors
Meet with parents to share student success and challenges
- Coordinate with Family University and Kids Club to support both students and families
- Manage resources
- Coach teaching staff on effective teaching strategies
- Monitor student progress through classroom walk throughs and data collection

09/2003 - 06/2009 **Madras Primary School - Madras , Oregon
Classroom Teacher**

- Taught first, second and a two/three blend of students with diverse backgrounds
- Classroom teacher responsible for teaching 20 - 28 students reading, writing, math and content identified by Oregon as appropriate grade level standards
- Maintain a positive learning environment where students feel safe, loved and can mature both academically and socially
- Used formative assessment data to plan instruction based on student understanding
- Communicate with families on a regular basis to inform them of student progress and performance through phone calls, emails, and family nights
- Participate in SIT meetings
- Member of site council

Education and Training

2003

Eastern Oregon University - La Grande, Oregon, USA
MAT: Teaching

Concordia University - Portland, Oregon, USA

Initial Administrative Licensure

George Fox University - Newberg, Oregon, USA

Reading Specialist

Community Involvement

- Volunteer religious education teacher for kindergarten through third grade children. Taught weekly lessons to students in preparation for sacraments
- Volunteer work for Madras Swim Team including being a timer, assistant announcer, and working the concession stand

Rosalynn Jaeger
Resume

Professional Experience:

Principal, Buff Intermediate School 20010- current Principal, Elizabeth Page Elementary School, 2005-2010 Assistant Administrator, Alternative Education, 2002-2004 Student Service Coordinator, TurnAround School, 2002 Middle School Teacher, TurnAround School, 2001	Kindergarten & 1st grade Teacher, Mt. Vernon Elementary, 1999-2000 Middle School Teacher, Hamlin Middle School, 1989-1999 Middle School Teacher, North Albany Middle School, 1984-1989
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Professional Activities:

District Leadership

Springfield Quality Education Model, Central Member

- Helped formulate a 5 year vision, plan and goals for the district's continuous improvement model.

State Action for Education Leadership Project

- Recommended and participated in cultural competency and diversity trainings at the school, district and state level.

Safety and Respect for All

- Addressed, listened to and responded to the diversity needs of our district staff, students and community members.

Gift of Literacy

- Introduced Gift of Literacy to Jefferson County, Rotary and JCSD
- Collaborate with Rotary Clubs to provide a literacy day for all first graders in the district. Our mission is that every child goes to college and receives a hard bound picture book of their very own. Focus on Springfield Education Day.

District Committee Work

Jefferson County School District:

Evaluation Committee, JCSD

Math Committee, JCSD

Math Steering Committee 2010-2011

Oversight of the district Counseling Team

Prevention Task Force, Jefferson County, School Representative/Participant

Springfield Public School District:

Administrative Evaluation Tool, Development Member Literacy Leadership Team

Interview and Interrogation Techniques, participant Math Steering Committee

Graduation Requirement

Elementary K-5, Literacy Task Force Member

CIM/CAM District Committee Representative

Language Arts Adoption

K-5 Assessment

School Leadership

Staff development work focused on district-wide Effective Engagement Strategies and instruction implementation at the intermediate level at Buff Intermediate School.

Leading Elizabeth Page Elementary School, of over 400 students and 50 employees Engage parents and community in sharing hopes, plans and a school vision of life long learning for their children's academic progress

Facilitated the implementation of a school-wide Response to Instruction and a K-5 TITILE school wide Literacy support model

Used an effective solution-focused approach to resolve and mediate conflicts and keep students at the heart of all decisions.

Facilitated the grant writing and parent collaboration needed to support an art mural focused on our school vision for the enhancement of our building and curb appeal.

Managed a school wide TITE I budget, including staffing allocations

Instructional Leadership

Provided school and district leadership in implementing researched-based reading programs with strong intervention components, including effective implementation of the RTI model.

Led staff in the systematic use of student performance data to identify academic, behavioral strengths and areas of improvement in order to make instructional decisions and adjustments.

Developed yearly School Improvement Visions and TITLE plans with collaboration from staff and parents.

Supported teaching and learning practices that led to increased student performance as measured by the OSAT and district tests.

Trained teachers in the area of Math Problem-solving, Mt. Vernon Elementary Math Problem-solving, State Scoring 1999 & 2000

Oregon Writing Project, U of O

TAG Building Coordinator, Hamlin Middle School

Oregon International Council, U of O

Supervision Experience:

Staff Plan of Assistance Support 2010-2012

District Leadership, Counselor's support 2010-2014

Used a differentiated supervision model to promote and enhance teacher development.

Implement "Walk Through" to improve instruction.

Piloted district's new evaluation model and provided insight for change and usefulness of the assessment tool

Supervised and evaluated elementary, middle, and high school teachers, alternative, special and general educators

Supervised and evaluated classified staff in all settings

Supervised and evaluated high school Service Learning volunteers

Supervised and evaluated Fall Interns student teachers, Pacific University

Mentor Supervision, Pacific University

Peer Mentor, North Albany Middle School

Teacher Training, Supervision and Evaluation, U of O

Professional Development Involvement:

Curriculum and Instruction:

Effective instructional Strategy

RTI training and inservice work

Easy CBM training

Test Security training

Vocabulary and Instruction that Works,

Anita Archer Differentiated Instruction

Sheltered Instruction: GLAD Strategies for

Teaching Below-grade level

Reading and Writing Connection, Working

with students from low income families.

Reading Standards for School Administrators

Literacy Coaching.

Mastery in Motion Reducing the Achievement

Gap

DIBELS assessment Interpretation & Training

ITIP Training

Behavioral/Social Skills:

Bullying Prevention/Best Care team member

Prevention Task Force district rep. 2010-12

OLN Team, JCSD

PBIS conference, training

Diversity and Respect committee work

Education for All, Diversity / Cultural

Competency training Positive Behavior

Support Team

Decision Making Workshop

Anger Management Training

Touchstone Training

Multiple Intelligences, course work

Cooperative Learning Training

Conflict Resolution skills

A World of Difference: A Prejudice

Reduction Project Racism Free Zone Training

Staff and Professional Development:

Organized and led teams of teachers to create the vision, programs and structures for an elementary model with strong focus on collaboration and professional learning teams

Supported staff development activities on in-service days on effective teaching strategies in reading, writing, math and PBS.

Assisted teams to engage in mentoring, coaching and reflection learning opportunities

Student Management Systems:

Promote a continuous growth model in both academic and behavioral areas

Encouraged opportunities for students to develop, maintain and celebrate pro-social behaviors through staff development and training, mentoring and teaching

models, and support systems for students

Professional Association Memberships

National Association of Elementary School Principals
Confederation of Oregon School Administrators
Springfield Administrative Association & Confidentials, secretary

Interests:

Biking, Golfing, Camping, Gardening, Traveling, Weight Lifting

References:

Rick Molitor, Superintendent, Jefferson County, 541-475-6192
Melinda Boyle, Curriculum Director, Jefferson County, 541-475-6192
Nancy Golden, Superintendent, Springfield, Oregon 541-726-3201
Sara Ticer, Elementary Director, Springfield, Oregon 541- 726-3254

Contact Information

(b)(6)

CRAIG C. MORGAN

(b)(6)

CREENTIALS:

Oregon Initial Administrator License	Expires March 5, 2011
Oregon Basic Teaching License	Expires March 5, 2010

EDUCATION:

2006-2007	Lewis and Clark College, Initial Administrator's License
1998-2000	Lewis and Clark College, MAT and Educational Administration
1981-1982	Portland State University, Elementary Education and Basic Teaching License
1974-1978	Grace College of the Bible, BA Bible and Christian Education

WORK EXPERIENCE:

JEFFERSON COUNTY SCHOOL DISTRICT 509J, MADRAS, OREGON

2007-present	Principal, Westside Elementary School, Madras OR
2005-2007	Reading Coach, Buff Elementary School, Madras OR
May, 2007	Filled in as Dean of Students at Jefferson County Middle School, Madras, OR
1996-2005	Second, Fourth, and Fifth Grade Teacher, Madras Elementary School, Madras OR
1998-2005	Head Teacher, Madras Elementary School, Madras, OR
1989-1996	Fifth and Sixth Grade Teacher, Buff and Jefferson Country Middle School, Madras, OR
Summers 1990, 1991	Oregon Migrant Education Summer School Teacher, Grades 1-4

CANBY ELEMENTARY SCHOOL DISTRICT 86, CANBY, OREGON

1986-1989	Sixth Grade Teacher, William Knight Elementary School, Canby, OR
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JEFFERSON COUNTY SCHOOL DISTRICT 509J, MADRAS, OREGON

1985-1986	Sixth Grade Teacher, Buff Elementary School, Madras, OR
1982-1985	Third Grade Teacher, Warm Springs Elementary School, Warm Springs, OR
Summers 1984, 1985	Oregon Migrant Summer School Teacher Grades 1-4

TRADEWELL STORES INCORPORATED, PORTLAND, OREGON

1978-1981	Grocery Clerk, Third Man, and Assistant Manager, Prairie Market, Portland, OR
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ADDITIONAL EDUCATION AND EXPERIENCE:

Spanish (speak, read, and write at a functional level)
COSA Principal's Academy
SIOP Training and Implementation at Westside Elementary
Positive Behavior Support Training and Implementation at Westside Elementary
Data Based Decision Making Training and Implementation at Westside Elementary
Systems of Accountability
Partnering with the Tech Department to keep our school website updated
District Evaluation Committee (Charlotte Danielson's model)
Peer coaching/teaching
DIBELS District Trainer
Fidelity and targeted observations of certified and classified staff for Reading First
Joint oversight and writing of Reading First Budget and K-3 Reading Action Plan
Joint writing of Reading First reports for district and the Oregon Reading First Center
Developed Curriculum, Supplemental, and Intervention Maps for K-3 teachers
Facilitator of monthly Early Reading Team and Grade Level Team Meetings
Institutes of Beginning Reading
Direct Instruction
Reading Coach Trainings
Consortium on Reading Excellence Conference
Student Study and CORE team member
Bruce Perry Conference on Child Trauma
GLAD Training
Site Council facilitator for Madras and Buff Elementary
School Wide Committee Facilitator for Madras and Buff Elementary
Judy Moody Writing Contest Runner Up
Learning Styles
Storyline
Multiple Intelligences
Bertie Kingore, TAG Workshop
Kay Laws, TAG Workshop
Cooperative Learning
Fifth Grade Transition Coordinator
Native Americans and Perspectives in Education
Building Technology Committee
District Curriculum Committees (Language Arts, Math, Social Studies, Health)
Fifth Grade Sheltered Instruction Classroom
Collage of Culture
Cinco De Mayo Celebrations
Pow-Wow's
Personal Safety Classes
Second Step Violence Prevention Curriculum
Initiated a Computer Keyboarding Class
IRA Conferences
Multicultural Awareness
Love and Logic Institutes
Authentic Assessment and other assessment and testing
Looping Classrooms

COMMUNITY SERVICE

Community Kitchen Volunteer

Local Church:

Church Board Chairman

Sunday School Teacher

Music Leader

Camp Counselor

Mentor to Camp Counselors

Community/School Site Facility Committee

AFS Volunteer

Hosted AFS student from Finland for one year

PROFESSIONAL ASSOCIATIONS

National Association of Elementary School Principals

Association for Supervision and Curriculum Development

REFERENCES

(b)(6)



KATE SCHEIDEMAN

(b)(6)

EDUCATION	Oregon State University-Cascades , Bend, OR [June 2014] Master of Science in Counseling Concentration: School Counseling
	Oregon State University , Corvallis, OR [September 2011-January 2012] Began work toward Master of Education (Ed.M) Major: College Student Services Administration
	Pacific Lutheran University , Tacoma, WA [May 2011] Bachelor of Arts, <i>cum laude</i> Major: History Minor: Religion
	Richmond University , Rome, Italy [January 2009-May 2009] <ul style="list-style-type: none">Lived in Rome while attending classes on Italian language, history and politics.
	Severtson/Forest Student-Faculty Research Fellowship [June 2010-May 2011] Historical research project with Dr. Beth Kraig, History Department Chair at Pacific Lutheran University. Compiled historical data, wrote a culminating paper, and presented findings on the topic of: <i>Religious Freedom in an Historical and Legal Context: An Analysis of the Mormon Church and Rajneeshpuram.</i>
INTERNSHIP EXPERIENCE	Redmond High School , Redmond, OR [January 2013-June 2013] In a period of five months, I individually met with over 75 seniors to discuss readiness for graduation and post-secondary plans. I helped several seniors fill out college and scholarship applications, as well as the FAFSA. Additionally, I met individually with my caseload of 50 freshman to discuss their high school experience and performance so far, and strategies for improvement, as necessary.
	Madras High School , Madras, OR [January 2013-March 2013] I taught a mental health unit in a sophomore health class, covering topics such as stress management, personality types, and mental health disorders. I was responsible for all curriculum development, classroom management, and assignment grading for the unit.
	Sage Elementary , Redmond, OR [March 2013-May 2013] Using Second Step curriculum, I taught guidance lessons to four fourth grade classes once a week.
PROFESSIONAL DEVELOPMENT	American School Counseling Association , Member Oregon School Counseling Association , Member Tri-County Crisis Response Team , Member PBIS (Positive Behavior Intervention System) Conference (Redmond, OR) , Attended [April 2014] Crisis Intervention Training (Bend, OR) , Completed [November, 2013] NYIT Multicultural Counseling Conference (New York City, NY) , Attended [July, 2013] ASIST (Applied Suicide Intervention Skills Training) (Prineville, OR) , Completed [September 2012]
WORK EXPERIENCE	Jefferson County School District 509-J , Madras, OR [August 2013-Present] School Counselor <ul style="list-style-type: none">.5 FTE School Counselor at Metolius Elementary504 coordinatorStudent Intervention Team LeaderProvide individual and small group counseling to students

Jefferson County School District 509-J, Madras, OR [May 2012-June 2013]
Certified Substitute

Jefferson County School District 509-J, Madras, OR [April 2012-June 2013]
Educational Assistant

- Madras High School, ERC
- Help special education students through one-on-one educational support
- Complete IEP paperwork for each special education student I assist

Oregon State University Diversity Development, Corvallis, OR [September 2011-January 2012]
Administrative Coordinator

- Organized campus events
- Served as department representative at campus events
- Supervised undergraduate student employees
- Managed basic office duties including filing, answering phones, scheduling, and supply ordering.

Pacific Lutheran University Office of Admission, Tacoma, WA [January 2011-May 2011]
Voice of PLU Coordinator

- Created weekly work schedules for callers
- Supervised and evaluated callers
- Lead trainings for new callers

Pacific Lutheran University Office of Admission, Tacoma, WA [September 2009-December 2010]
Voice of PLU Caller

- Contacted prospective students to provide information about upcoming events, to see where they were in the application process, and answer any questions.

Pacific Lutheran University Academic Assistance Center, Tacoma, WA [September 2010-May 2011]
History Tutor

- Helped Pacific Lutheran University students better understand historical concepts through individual tutoring sessions.

Pacific Lutheran University Office of Admission, Tacoma, WA [June 2010-August 2010]
Admission Intern

- Provided information to prospective students and their families through providing tours and speaking with them over the phone, and performing basic office duties.

COMMUNITY SERVICE **Pierce County AIDS Foundation, Tacoma, WA** [September-December 2008]
Volunteer

- Prepared and delivered essential needs bags to people living with HIV/AIDS

CERTIFICATION **First Aid/CPR**, Expires 8/14/2015
EpiPen, Expires 8/14/2014
Restricted Substitute Teaching License, Teachers Standards and Practices Commission, Expires 5/14/2015
Restricted Transitional School Counseling License, Teachers Standards and Practices Commission, Expires 7/30/2016

PROFESSIONAL REFERENCES **Carla Stewart-Donaldson, PhD.**, OSU-Cascades Professor and Practicum Supervisor
donaldsoncarla@gmail.com (208) 720-2520

Craig Morgan, Principal, Metolius Elementary
craigm@509j.net (541) 546-3104

Sarah Braman-Smith, Principal, Madras High School
sbramansmith@509j.net (541) 475-7265

BROOKE JOHNSON-THYGESON

(b)(6)

PROFESSIONAL SUMMARY

Dynamic Elementary School Counselor with strong classroom management skills who is focused on building strong and supportive relationships with students, staff, and parents which I have demonstrated through 8+ years experience.

SKILLS

- Managing classroom for diverse populations
- Strong collaborator
- Experience with special-needs students
- Teaching/tutoring
- Tailoring curriculum plans
- Positive learning environment
- Critical thinking
- Student-centered learning
- Interpersonal skills
- Creative learning strategies
- Student motivation
- Suicide prevention training (ASIST)
- Crisis Response Team Training 2011 and 2014
- National Certified Counselor (NCC)
- First Aid certification
- Culturally-sensitive
- Experience with homeless populations
- Reliable
- Solution-focused counseling
- Grief counseling
- Organized

WORK HISTORY

School Counselor

08/2012 to Current

Madras Primary and Buff Intermediate – Madras, OR.

Half time counselor at Madras Primary and half time at Buff Intermediate. Over 700 children at both schools. Provide small group counseling, individual counseling, and classroom lessons about various topics throughout the year. Curriculum includes *Talk about Touching Curriculum*, *Steps to Respect*, and *Kelso Choices*, and Various Career Counseling Curriculum. Work closely with teachers, administrators, and parents to meet the academic/behavior/social needs of all students. Have been on MDT (Multi-Disciplinary Team). Continually coordinate with outside agencies about students who need mental health services. 504 coordinator and SIT (Student Intervention Team) facilitator. Co-leader of *Eagle Eyes on the Playground* which is a leadership program for 2nd grade students at Madras Primary. Started a Lunch Buddy Program at Buff and Madras Primary 2013-2014 school year. Currently mentoring a OSU graduate student currently working at Metolius Elementary. 2012-2013 school year mentored a OSU Counseling Graduate Student who was at both Madras Primary and Buff Intermediate.

School Counselor

08/2011 to 06/2012

Madras Primary and Metolius Elementary School – Madras, OR

Half time counselor at Madras Primary and half time at Metolius Elementary. Over 600 children at both schools. Provide small group counseling, individual counseling, and classroom lessons about various topics throughout the year. Curriculum includes *Talk about Touching Curriculum*, *Steps to Respect*, and *Kelso Choices*, and Various Career Counseling Curriculum. Work closely with teachers, administrators, and parents to meet the academic/behavior/social needs of all students. Continually coordinate with outside agencies about students who need mental health services. 504 coordinator and SIT (Student Intervention Team) facilitator.

School Counselor

08/2008 to 06/2011

John Wetten Elementary School – Gladstone, OR.

Full Time Counselor at John Wetten Elementary School for '08-'09, 5 hours weekly at Gladstone Center for Children and Families and John Wetten '09-'10 School year. '10-'11 School year full time at John Wetten. Worked with 850 students K-5th grade. Provided small group counseling, individual counseling, and classroom lessons. Weekly use of *Talking about Touching Curriculum*, *Steps to Respect*, and *Kelso's Choices*. Coordinate with outside agencies, 504 coordinator and PBS co-team leader. Coordinator of the TAT team for '09-'11. Worked closely with teachers, administrators.

and parents to meet the academic/behavioral/social needs of all students. During the 2010-2011 school year I implemented Student Conflict Managers who mediate small problems amongst the younger students. Assisted with the Lunch Buddy Program all three years.

EDUCATION

Bachelor of Science: School of Architecture and Applied Art with a minor in Journalism.

2003

University of Oregon – Eugene, OR

Graduated with a 3.0 GPA in School of Architecture and Applied Art. Relevant classes: Studio Lighting, Advanced Photography, Principals in Advertising, Multimedia, Advanced Drawing, Visual Communication, Large Format Photography, and Screen Printing.

Master of Science: School Counseling

2005

Oregon State University – Corvallis, OR.

Graduated with a 3.9 GPA. K-12 certified. Relevant classes include: Individual counseling, Group Counseling, Career Development, Measurement/Assessment, Play/Art therapy, Ethical and confidentiality issues.

REFERENCES

(b)(6)

The Jefferson County School District 509-J

JOB DESCRIPTION

TITLE: Counselor	
REQUIREMENTS:	<ul style="list-style-type: none"> • Holds an appropriate license from the Oregon Teachers Standards and Practices. • Thorough knowledge of the Comprehensive Guidance and Counseling Framework • Ability to work effectively as part of a team or independently with staff, students, and parents • Excellent oral and written communications skills with the ability to speak effectively to large and small groups
EDUCATION:	Master's Degree
LENGTH OF WORK YEAR:	School Calendar
EVALUATION:	Performance of this job will be evaluated annually in accordance with the Jefferson County School District policies and procedures.
GENERAL JOB DESCRIPTION:	Provides and promotes a comprehensive, developmental program of guidance and counseling to assist students in the areas of academic achievement, career decision making, personal-social growth and community contribution. Acts as a consultant, in this regard to school staff, parents, and community members. Upholds the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	REPORTS TO: School Principal
	FLSA Status: Non-Exempt

ESSENTIAL JOB RESPONSIBILITIES (Not Necessary Limited To)

TASK

The competent counselor will:

1. Provide counseling services
 - 1.1 Conduct timely individual counseling sessions as requested by students, staff, or parents towards social and emotional growth
 - 1.2 Provide group counseling options for designated students towards social and emotional growth
 - 1.3 Facilitate communications between student, parent, and staff
 - 1.4 Clarify goals and move toward appropriate solutions
 - 1.5 Monitor and evaluate to assure agreements are met
 - 1.6 Provide immediate counseling for students in crisis
 - 1.7 Proactively provide information to families about the counseling program and about individual students through a variety of means.
 - 1.8 Continually seek ways to improve the counseling program and make changes as needed in response to student, parent, or teacher input.
 - 1.9 Implement guidance/social emotional learning curriculum through delivery of classroom lessons and infusion in content areas for all students
2. Provide individual/special services
 - 2.1 Provide counseling services for handicapped students
 - 2.2 Communicate with school and community resources as an advocate for students with special needs
 - 2.3 Refer students/parents with special needs to appropriate agencies
 - 2.4 Inform special need students of alternative sources of education and services
 - 2.5 Schedule regular classroom guidance sessions as appropriate
 - 2.6 Design and participate in orientation activities, especially at the transition levels, and for students

- transferring into the District
- 2.7 Administer and interpret a variety of assessment instruments
- 2.8 Participate in and facilitate the student services intervention team process
- 2.9 Serves as 504 team coordinator
- 3. Provide appropriate scheduling information
 - 3.1 Demonstrate an awareness of curriculum offerings sufficient to assist students in attaining graduation requirements
 - 3.2 Assess student schedules and provide appropriate guidance to insure the attainment of individual student goals and needs
 - 3.3 Assist in the enrollment, forecasting, and registration process for middle and high school students.
- 4. Provide college and career guidance
 - 4.1 Make students aware of career/job opportunities, their characteristics, their requirements, and necessary college and career planning
 - 4.2 Assist students to develop habits, attitudes, and skills for successful job acquisition and job retention
 - 4.3 Assist students/parents in achieving financial assistance for career/education opportunities
- 5. Perform other related duties as assigned
 - 5.1 Perform duties in accordance with District Policies and Procedures
 - 5.2 Assist in the enforcement of School District rules and policies
 - 5.3 Assume a share of the responsibility for non-classroom student activities within the assigned work day
 - 5.4 Adheres to ethical practices of state and national counseling associations
- 6. Maintain an ongoing personal program of professional growth and development
 - 6.1 Develop and implement annually an approved plan for professional growth and development
 - 6.2 Identify and request to attend professional workshop activities intended to increase the teacher's instructional effectiveness
 - 6.3 Participate in District sponsored in-service offering appropriate to assignment.
- 7. Regular attendance is an essential function of this position

PHYSICAL DEMANDS (Not Necessary Limited To)

TASK		Infrequently	Sometimes	Often	Continuously	Example
LIFTING						
1.	Approximately 20 lbs.		X			
2.	Approximately 20 lbs. repeatedly	X				
3.	Approximately 40 lbs.	X				
4.	Approximately 60 lbs. or more	X				
PUSHING						
5.	Up to 40 lbs.	X				
6.	About 40 lbs. repeatedly	X				
7.	About 60 lbs. or more	X				
OTHER						
8.	Bend, stretch, twist and/or reach	X				

9.	Using finger dexterity			X		
10.	Sitting position for a prolonged period of time			X		
11.	Viewing CRT or other monitoring device for a prolonged period			X		
12.	Standing for a prolonged period		X			
13.	Listening closely – requiring fine auditory acuity				X	

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description and attest to my ability to perform the essential functions of the position:

Employee Signature

Date

Discrimination in The Jefferson County School District 509-J is prohibited under Title VII of the Civil Rights Act of 1964. Recognizing its legal, as well as social obligation to make equal employment opportunity a reality, the Jefferson County School District hires and promotes without regard to race, color, gender, national origin, religion, sexual orientation, age, or mental or physical handicap unrelated to job performance.

Reviewed May 2012.

The Jefferson County School District 509-J

JOB DESCRIPTION

TITLE: Counselor Specialist	
REQUIREMENTS:	<ul style="list-style-type: none"> • Holds an administrative license from the Oregon Teachers Standards and Practices. • Thorough knowledge of the Comprehensive Guidance and Counseling Framework • Three years of administrative experience. • Ability to work effectively as a team leader or independently with staff, students, and parents. • Excellent oral and written communications skills with the ability to speak effectively to large and small groups
EDUCATION:	Master's Degree
LENGTH OF WORK YEAR:	12 Month
EVALUATION:	Performance of this job will be evaluated annually in accordance with the Jefferson County School District policies and procedures.
GENERAL JOB DESCRIPTION:	Provides and promotes a comprehensive, developmental program of guidance and counseling to assist students in the areas of academic achievement, career decision making, personal-social growth and community contribution. Acts as a consultant, in this regard to school staff, parents, and community members. Upholds the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
REPORTS TO:	Director of Curriculum & Instruction Superintendent
FLSA Status:	Exempt

ESSENTIAL JOB RESPONSIBILITIES (Not Necessary Limited To)

TASK

The competent counselor will:

1. Counseling Support
 - 1.1 Directs the operation and management of student support programs in compliance with federal and state laws, regulations, and district policy including all activities that directly affect students, staff and patrons of the programs by administrative planning, training, direction and philosophy.
 - 1.2 Evaluates all student support staff through personal contacts and observations in order to maintain and/or improve the quality of counseling and managements skills in keeping with district goals, objectives, philosophy; coordinates findings with the human resource department.
 - 1.3 Ensure mental-health services are an integral component of each school's programs and an essential link with the community.
 - 1.4 Provide appropriate guidance curriculum, activities, and services based on the needs of the entire student population.
 - 1.5 Surveys the District's needs for Student Support programs and prepares reports, proposals, and recommendations to obtain approval and/or external funding.
 - 1.6 Directs the evaluation of the effectiveness of Student Support programs and prepares reports on program results jointly with planning and assessment staffs.
 - 1.7 Manages contracts with external agencies for Student Supports.
 - 1.8 Proactively provide information to families about the counseling program and about individual students through a variety of means.
 - 1.9 Continually seek ways to improve the counseling program and make changes as needed in response to student, parent, or teacher input.
 - 1.10 Identify and schedule professional development needs of the counselors. Provide annual professional

- development to counselors on social emotional learning curriculum delivery.
- 1.11 Provides guidance and leadership to coordinators and specialists in planning programs to meet a variety of student needs, and reviews such plans to ensure conformance with state, federal, and local regulations.
- 1.12 Prepares long-and short-range goals and strategies for Student Support and coordinates plans with school and District administrators.
- 1.13 Provide training for school personnel to recognize early signs of mental-health needs of students.
- 1.14 Research utility of animal-assisted/horticulture therapy for Warm Springs American Indian students.
- 2. Develop and Foster Key Relationships
 - 2.1 Establishes and maintains cooperative relationships with community agencies and organizations, and explores ways and means of using community and school resources to provide support o students and families.
 - 2.2 Acts as liaison to communicate and coordinate activities with groups interfacing with the Student Support Department.
 - 2.3 Coordinate systematic continuum of mental-health care to promote positive youth development and address problems as identified.
 - 2.4 Communicate with school and community resources as an advocate for students. Refer students/parents to appropriate agencies for services.
 - 2.5 Work with community Multi-Disciplinary Team to provide wrap around support services for students.
 - 2.6 Coordinate monthly project team meetings.
 - 2.7 Design and participate in orientation activities, especially at the transition levels, and for students transferring into the District
 - 2.8 Participate in and oversee the student services intervention team process
 - 2.9 Increase the mental-health services available to students through increased counseling services and related programs.
 - 2.10 Facilitate the social-emotional behavior team (SEBT) weekly meetings.
- 3. Oversee Assessments & Evaluation of Student Support Services
 - 3.1 Oversee and interpret a variety of assessment instruments Assess student schedules and provide appropriate guidance to insure the attainment of individual student goals and needs. Including the administration of the Social-Emotional Assets and Resiliency Scales (SEARS)I
 - 3.2 Annual evaluate the success of the Social Emotional Behavior Team, and adjust programs as needed.
- 4. Provide college and career guidance
 - 4.1 Ensure counselors and schools make students aware of career/job opportunities, their characteristics, their requirements, and necessary college and career planning.
 - 4.2 Ensure counselors assist students to develop habits, attitudes, and skills for successful job acquisition and job retention.
 - 4.3 Ensure counselors assist students/parents in achieving financial assistance for career/education opportunities.
- 5. Perform other related duties as assigned
 - 5.1 Perform duties in accordance with District Policies and Procedures.
 - 5.2 Assist in the enforcement of School District rules and policies.
 - 5.3 Adheres to ethical practices of state and national counseling associations
- 6. Maintain an ongoing personal program of professional growth and development
 - 6.1 Develop and implement annually an approved plan for professional growth and development
 - 6.2 Identify and request to attend professional workshop activities intended to increate the administrator's I effectiveness
 - 6.3 Participate in District sponsored in-service offering appropriate to assignment.
- 7. Regular attendance is an essential function of this position

PHYSICAL DEMANDS (Not Necessary Limited To)

TASK		Infrequently	Sometimes	Often	Continuously	Example
LIFTING						
1.	Approximately 20 lbs.		X			
2.	Approximately 20 lbs. repeatedly	X				
3.	Approximately 40 lbs.	X				
4.	Approximately 60 lbs. or more	X				
PUSHING						
5.	Up to 40 lbs.	X				
6.	About 40 lbs. repeatedly	X				
7.	About 60 lbs. or more	X				
OTHER						
8.	Bend, stretch, twist and/or reach	X				
9.	Using finger dexterity			X		
10.	Sitting position for a prolonged period of time			X		
11.	Viewing CRT or other monitoring device for a prolonged period.			X		
12.	Standing for a prolonged period		X			
13.	Listening closely – requiring fine auditory acuity				X	

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

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Employee Signature Date

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Reviewed April 2013

Jefferson County Multi-Disciplinary Team (MDT)

Protocol

General Premises

The primary purpose of the team shall be to provide an ongoing forum in which member agencies can coordinate case development from investigation to prosecution, and victim services. The team shall also be used for the dissemination of information and presentation of training materials.

The team will consist of representative personnel from:

1. Jefferson County District Attorney's Office;
2. Jefferson County Juvenile Department
3. Jefferson County Mental Health (Best Care);
4. Jefferson County Sheriff's Office;
5. Madras Police Department;
6. Oregon State Police;
7. State offices for Services to Children and Families;
8. Jefferson County Victim Advocate;
9. Jefferson County Community Corrections;
10. Jefferson County School District;
11. Jefferson County Health Department;
12. Culver Police Department;
13. County Appointed Special Advocate;
14. Adult and Family Services;
15. Central Oregon Battering and Rape Alliance (COBRA)
16. Culver School District
17. Mandatory Medical Professional (Pending. Currently Jefferson County District Attorney and the DHS Branch Manager are working with the local hospital, Mt. View Hospital on a plan)

Team Member Roles

The designated representative from each agency will act as a liaison between the team and their co-workers such that information is both provided to and learned from the team. Each person's role as a team member is based on his or her specific discipline training and expertise.