FOSSIL SCHOOL DISTRICT

STUDENT SUCCESS ACT - STUDENT INVESTMENT APPLICATION

Fossil School District, Institution ID - 2248,  [www.fossilschools.com](http://www.fossilschools.com)

James Smith, Superintendent - [jsmith@fossil.k12.or.us](mailto:jsmith@fossil.k12.or.us), 541-763-4303

Fossil School District has 70 students in 2 buildings in the lovely enclave of Fossil, Oregon. We have one Elementary School and one High School.  Fossil Schools employs 9 certified teachers, a certified Title 1 director, 3 teacher assistants, 1cook, 2 administrative assistants, 1 counselor, 1 registered teacher, teaching music, 1 library assistant, 2 part-time bus drivers, 1 business manager, and 1 Amazing Superintendent :)

Our classroom and grade configurations for our 70 students are as follows:

16 - Preschoolers, One classroom, 1 teacher and 1 aide

6 - Kindergartners, One classroom 1 teacher

9 - 1st graders and 5 - 2nd graders, One classroom, 1 teacher

3 - 3rd graders and 2 - 4th graders, One Classroom, 1 teacher

7 - 5th graders and 6 - 6th graders, One classroom, 1 teacher.

We have 2 classroom paraprofessionals that serve 1st - 6th graders full time.

Also, a full-time Title One teacher for 1st - 6th grade

2 - 7th graders

4 - 8th graders

2 - 9th graders

4 - 10th graders

0 - 11th graders

4 - 12th graders.

5 full time teachers at the junior-senior high school to serve 16 students.

Currently, our district provides free breakfast and lunch to all students. Many of our students come from very low income families.  Many families are single parent homes. Demographics are as follows:

14 homeless students.

4 Hispanic students.

2 Multi-Racial.

2 Native American.

1 Black/African American.

61 White Students.

35 Female

35 Male

0 - Non-Binary

**Engagement:**

1. **Approach:** We are a very small school district. I sent invitations home to all our families and posted the meeting notice in five places around the community. I personally called several community members and invited them to the meeting. I felt my team did a good job on getting the message out. Still we had low turnout. What I heard from patrons was, we believe in our teachers and you as the superintendent, we trust you and your staff to do it right.
2. **Self-Assessment:** As I have taken time to reflect on our process and procedure to engagement I am satisfied with the process and the overall support of as a district we have from our patrons.  It truly is remarkable. I wish more would have attended, but I am comfortable with our efforts to truly invite them in and be a part of the process.
3. **Cultivate partnerships:** This process did not cultivate new partnerships. I am fortunate that the Fossil school district is located in the county seat. Located here are the Sheriff's office, juvenile counselor, C.A.S.A. and community counseling solutions. The process did deepen our connections and they know our school goals are to make sure every kid is safe and that they all reach their maximum educational potential.So it is great to have these support to help these students and our staff, assist students getting back on grade level, or stay on grade level as they process through their educational experience.
4. **Other Resources:** I am extremely fortunate that my school district is on great financial footing. I have 16 students in my 7-12 building with 5 full-time teachers. We have continuously had great support for these students. Test scores and graduation rates are very high. On the other hand my elementary school has many students that have dyslexia, read below grade level (title 1), and/or are in our SPED program. More than 50% of these students are students navigating poverty, homelessness (14), and foster care; and other students that have historically experienced disparities in our schools. We are going to use our SSA funds to employ 2 teaching assistants to serve and support these children in their educational needs.
5. **Artifacts.**

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1. **Why Selected these Artifacts:** I used these five artifacts because they are the proof that I did as I was asked by ODE and held my community engagement meeting.  Even though in my opinion I didn’t need to because I as the lead educator, and totally trusted by my board, staff, and community, know what is best for our students. We had a very low turnout and the feedback I received from my parents and community, was “that's your job to figure this stuff out, isn't that we pay you for” Our parents want their teachers and principals and superintendent to do this work, They care deeply for their children, they want them safe and happy and to graduate with the ability to get a living wage job. Many do not want their children going off to college, they want them to remain in Wheeler County and work and raise their families here.

**G/H.  Strategies and Activities Families and Students:**  I didn’t think about or concentrate on any one specific strategy or activity. I simply set up and advertised a meeting and gave the community the information on what the CIP was and the SSA and the process we as school districts are mandated to go through from ODE. They were asked to do a survey that my vision and planning team put together, to give them some guidance on how our little district could spend the money.  In my community this was just common sense. As our CIP came together it became apparent that our focus was going to be on early childhood learning, a focus also, on 3rd thru 8th grade reading and writing. As I do not believe 11 years old or younger have a lot of experience to comment or interject on what strategies we should do for their learning, we held no student focal groups. This was my professional decision and I stand by that.  Those meetings would have been a waste of time. No student focal groups either with my 10 high school students. Since our CIP was driving our SSA ideas and the investment application funds were going to be focused at the Elementary school, we decided to not have an upper grade focal group.

**I/J.  Strategies and Activities with Staff:** Again, I didn’t have any specific strategies or activities for staff. I asked staff if they wanted a separate meeting to discuss our CIP and the direction we were headed in looking at options to spend our small portion of the SSA funds.  Staff chose to attend the community meeting. The majority of our staff live in the district and/or have their children in our school. 9 of my 11 teachers showed up for the community meeting. I only had a few support staff attend. Sp our staff engagement activity was included with our community forum. I did have several side conversations with staff over the course of a few weeks about the whole process and our direction.  I got nothing but support. Our high school staff was in great support of the elementary school getting the support for our students with disabilities; Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools. In a small school district with less than 70 students and 11 teachers these kinds of authentic conversations can happen at any time. Rural small schools are the best.