



OREGON
DEPARTMENT OF
EDUCATION

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ESSER III & SIA Federal Funding
State and Lake District #7
Overview
2021

Oregon Invests & Envisions Equity in Education

Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises. **Facility and public health protocols as well as targeted professional learning** must continue in a purposeful way.

We must recommit to creating schools that are welcoming to each and every student we serve. **Vigilance against hate and violence** keeps our schools safe.

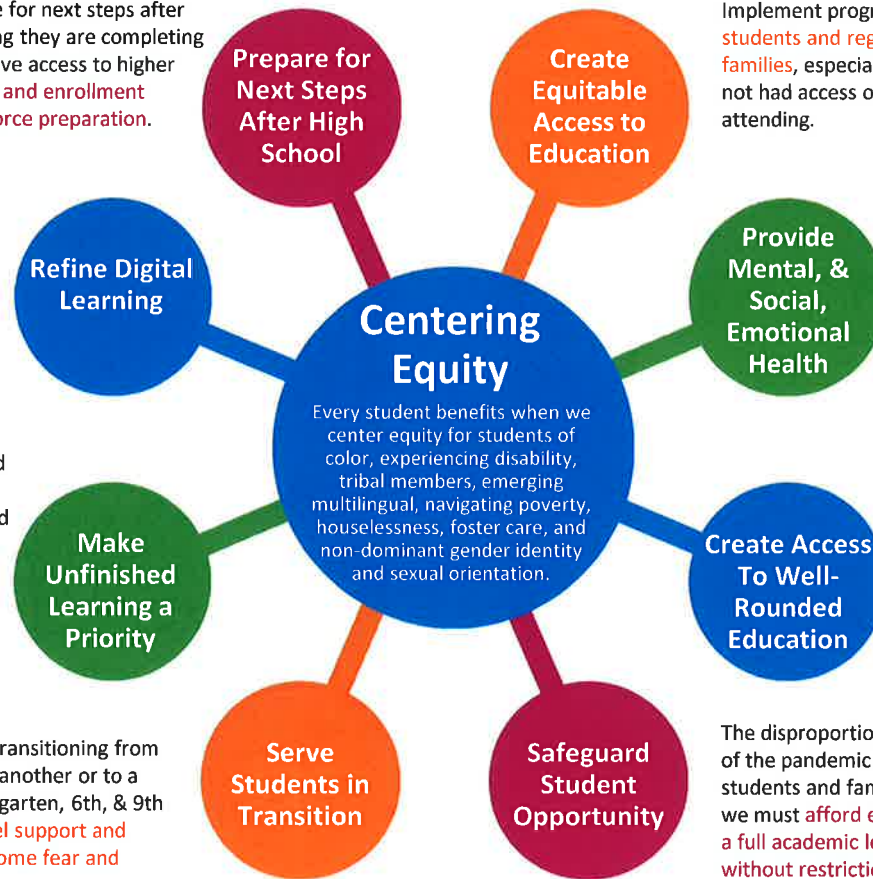


Help students prepare for next steps after high school by ensuring they are completing **financial aid** forms, have access to higher education **application and enrollment processes**, and **workforce preparation**.

Learn from Comprehensive Distance Learning in 2020-21. **Improve upon and apply best practices to online programs** offered in 2021-22 and beyond.

Extend the learning day and year. Provide before and after school enrichment and learning activities. **Collaborate with tribes and community based organizations** (especially culturally specific organizations).

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to **feel support and belonging to overcome fear and isolation**.



Centering Equity

Every student benefits when we center equity for students of color, experiencing disability, tribal members, emerging multilingual, navigating poverty, houselessness, foster care, and non-dominant gender identity and sexual orientation.

Implement programs to **enroll all students and regularly engage families**, especially those who have not had access or have not been attending.

Support students and staff with culturally responsive **trauma-informed care**, social emotional learning (SEL), racial equity and anti-racist approaches, and a **strengths- focused multi-tiered system of support**.

Center student learning that builds on strengths, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must **afford every student a full academic learning experience without restriction** as they regain their learning stride.



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SIA v. ESSER III

Student Investment Account

- Meet students' mental and behavioral health needs
- Increase academic achievement and reduce academic disparities

\$666,068.94 total allocation

Elementary & Secondary School Emergency Relief Fund

- Addressing unfinished learning through asset-based strategies
- Prioritizing health, safety, wellness and connections for all communities

\$1,656,548.58 total allocation



SIA & ESSER III Targeted Funding

SIA Funding Categories & Requirements

4 Categories of funding

1. Class Size
2. Well-Rounded Education
3. Instructional Time
4. Health & Safety

ESSER III Funding Categories & Requirements

Strategy Choices for the required 20%+ to address academic impact of lost instructional time

1. Empowering, Adaptable Instruction
2. Time & Attention
3. Conditions for Teachers
4. Relationships & Mental Health Support
5. Family & Community Partnerships



SIA Allowable Investments Overview

- **Reduce Class Size & Caseloads:** Licensed teachers, Special Education Services, and aide support.
- **Expand Instructional Time:** more hours or days, summer programs, before/after school programs.
- **Student Health & Safety:** Social Emotional Learning, Trauma Informed Practices, Mental/Behavioral Health, more school health professions, and facility improvements.
- **Provide a Well-Rounded Education:** Early literacy, Middle School programs/supports, broadening curriculum (art, music, PE, STEM, life skills, etc.)



ESSER III Strategy Overview

- **Empowering, Adaptable Instruction:** empowering curriculum that is motivating, appropriately-challenging, high-quality, and culturally relevant curriculum. Time and expertise for teachers to collaborate and check-in on student learning.
- **Time & Attention:** Meeting strengths and distinct needs by expanding time and individualized attention inside/outside school hours (i.e. tutoring, enrichment programs)
- **Conditions for Teachers:** Instructional collaboration and teacher support (mentoring), and teacher mental health and well being.
- **Relationships & Mental Health Support:** structures and policies in place to cultivate positive, supportive relationships, and provide for staff/student mental and emotional needs.
- **Family & Community Partnerships:** Engage families and local community and systems of care to provide integrated, wrap-around services and supports.



Resources & Guidance

- [Ready Schools, Safe Learners and companion guidance documents](#)
- [MAC Guidance for the COVID-19 Pandemic's Impact on Oregon's Latino/a/x and Indigenous Communities](#)
- [Student Learning: Unfinished, Not Lost](#)
- [Mental Health Toolkit](#)
- [Summer Learning Best Practice Guide](#)
- [Key Takeaways from Oregon Teachers' Experience During the COVID-19 Pandemic](#)
- [Developing the Online Learning Playbook](#)

OUTCOMES	Supporting Strategy			
	S1	S2	S3	S4
ESSER III Overarching Outcome Address student needs arising from the coronavirus pandemic and/or to emerge stronger post-pandemic, which may include reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, and mental health.	X	X		X
Unfinished Learning Outcome (at least 20%) Address unfinished learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	X	X	X	X

STRATEGY	
Strategy #1	Staff professional development & in-services to support implementation school wide mental health supports for students' social, emotional and mental health.
Strategy #2	All Secondary students receiving instruction and implementation of career development & school success to support students' social, emotional, and mental health.
Strategy #3	Providing family/parent opportunities and supporting families of poverty/English as a Second Language outreach.
Strategy #4	Eliminating barriers for all students including underrepresented student subgroups with additional supports while addressing health/safety.

#	Activities (Planned items to support a strategy, which may include providing/implementing an intervention.)	Aligned Primary Strategy	Required		Optional if available			
			Year 1 Estimated Cost	Identified for Instruction (20%+)	Year 2 Estimated Cost	Identified for Instruction (20%+)	Year 3 Estimated Cost	Identified for Instruction (20%+)
1	Parent Nights - 5 Total Nights	S3	\$ 1,400.00	Yes				
2	Hispanic Special Nights - Interpreter Included	S3	\$ 2,000.00	Yes				
3	Trauma Informed Training - Professional Development	S1	\$ 200,000.00	Yes				
4	Trauma Informed Care District Level Coaches/Leaders (Primary/Secondary)	S1	\$ 20,000.00	No				
5	Decision Making Training & Support - Staff & Students	S2	\$ 25,000.00	Yes				
6	Saturday School & Tutoring	S4	\$ 10,000.00	Yes				
7	Additional Buses - Accessibility	S4	\$ 320,000.00	No				
8	Ventilation Upgrades - HVAC	S4	\$ 240,000.00	No				
9	Secondary Ag/Welding Shop updates	S4	\$ 60,000.00	No				
10	Youth Employment - Career & Counseling	S2	\$ 100,000.00	Yes				
11	Building Safety	S4		Yes	\$ 145,000.00			
12	Early Childhood Intervention	S4		Yes	\$ 200,000.00			
13	Trauma Informed Care On-Going Training	S1		Yes	\$ 40,000.00			
14	Restraint Training/Deescalation	S1		No	\$ 15,000.00			
15	Community Engagement - Social Media	S4	\$ 8,000.00	Yes	\$ 8,000.00		\$ 8,000.00	
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Total			\$ 986,400.00		\$ 263,000.00		\$ 8,000.00	

Total District Allocation \$1,656,548.58

	Budgeted or	Progress toward	Progress toward	Minimum 20%+
Year 1	\$986,400.00	\$346,400.00		
Year 2	\$408,000.00	\$0.00		
Year 3	\$8,000.00	\$0.00		
	\$1,402,400.00	\$346,400.00	104.55%	\$331,309.72

The following allowable uses were considered in decision making: Reducing Class Size, Health & Safety, Well-Rounded Education. Please refer to the Integrated Planning Tool attached for specific outcomes, strategies, and activities. After reviewing data, engaging our community, and having communication with our students and staff, we have determined that our SIA priorities. All priorities speak to equity, and directly connect to the areas of class size reduction, students health and needs, and well-rounded educational needs. We request that all requested activities be funded and sustained over the next three years. Our priority requests include the following broken down by our yearly plan.

Year 1

Reducing Class Size/Caseloads & Well-Rounded Education: In year one, LCSD #7 plans to implement all strategies and activities outlined on the Integrated Planning Tool. The district will hire an additional full time Credentialed Special Education Teacher and an additional full time Paraprofessional for grades K-6. Based on community input and staff input, this is an area of priority in supporting not just our focal groups but supporting all students in order for students to receive more high quality instruction time and lower caseloads in order for Special Education Teachers to support students in academic areas. Our special education caseloads have significantly increased over the last three years the incidents of autism, other health impaired, emotional disturbance, and learning disabled are on the rise. We request the addition of one special education teacher to be employed to serve our three elementary buildings, Fremont, A.D Hay, and Union School. We currently have employed one certified special education teacher who serves all buildings, and the entire sped population for all grade levels. The job as a special education teacher is one of the most difficult positions in education. Our current teacher is essentially doing the job of two people. In addition to instruction, she does the huge amounts of testing that is affiliated with IEP's, she writes the IEP's and is the main organizer and facilitator of IEP meetings. Our plan is to hire this new individual to be the instructor and case manager of grades 4 to 6. Our present teacher will be assigned to be the case manager of grades K to 3.

Research article:

<https://edsources.org/2018/special-education-funding-is-a-morass-straightening-it-out-may-not-be-cheap-or-easy/594336>.

Furthermore, hiring three credentialed teachers for Kindergarten, 1st Grade, and 4th Grade supports the ability for teachers to provide more one-on-one support for all students increasing academic achievement in specific subjects. This includes continuation of developmentally appropriate and culturally responsive early literacy practices. With limited resources, these particular grades have the highest population of students attending and supports research towards providing targeted support and comprehensive instructional material at a younger age, Published by *Journal of Educational and Developmental Psychology*, "Early Readers and Academic Success," (2017). Over the course of the last three years the class sizes at Fremont/hay Elementary have drastically increased. Five years ago, class sizes averaged around 17 to 20 students per classroom. Over the last two years the class sizes have increased to 25 to 31 students per room. It is our goal to request SIA funding to hire three additional teachers to our elementary schools, and continue the SIA funding to sustain these positions. Specific targeted grade levels will be kindergarten, 1st and 4th grades. We currently have in place additional Teacher FTE in grades 2 and 3. We are also requesting an additional paraprofessional to provide academic assistance to provide relief to our teaching staff in 5th and 6th grades, and also sustain that position through SIA. Research shows that class size is an equitable solution. In our current situation, the amount of students that are autistic, Special ed., ELL, or have severe behavior disorders have significantly risen. While we have attempted to remediate the problem

through hiring additional paraprofessionals to assist, we are falling short in the achievement gap in attempting to serve classrooms of 25 or more students. In the last two years the kindergarten, 1st, and 4th grades have risen from average annual class sizes of 18 to 25 or more students. As a result, we have seen a decline in our easyCBM reading and math scores across the board with all student and student sub groups. These conditions are also leading to teacher burnout, and departure from our school district. An issue that as a rural school district that is critical to our operation in recruiting and retaining teachers. Research backs our rationale to this request, I have included an article that discusses the quality of education related to class size reduction and the effect to all groups of students in looking through the equity lens:

<https://www.classsizematters.org/wp-content/uploads/2017/01/Summary-of-US-Class-Size-Reduction-Research.pdf>

Health & Safety/Well-Rounded Education: In Year one, LCSD #7 also plans to hire a full time School Psychologist. We have seen a significant increase in students of trauma, behavioral issues, and mental health needs in adapting to societal needs. Meeting students' mental or behavioral health needs was identified as one of our top priorities during stakeholder engagement. It was identified within our goals in the District's CIP plan, and was supported by District data. Specifically, we identified student attendance as one of our priorities in CIP, correlating it to behavior and mental health needs. LCSD #7 will use funds to hire a full-time school psychologist to provide mental health support for students in our school district. At this time, LCSD#7 currently has two counselors' that serve students at four schools, which leaves many students who need mental health support without access to a specialist on a regular basis. We see this as an important request in dealing with the significant increase in our district related to trauma mental health and behavior issues. Research supports this:

<https://www.educationdive.com/news/schools-need-additional-strategies-for-addressing-students-mental-health/518880/>

Health & Safety: In year one, LCSD #7 plans to provide Professional Development to ALL staff members in Trauma Informed Practices to support students' mental and behavioral health by being culturally sensitive to students' needs and understand how outcomes affect student academic performance. In looking at social and emotional learning and student mental and behavioral health, LCSD #7 plans to hire a full time Licensed School Psychologist to support a larger need for mental health support based on community and staff input. This will support an increase of a positive learning atmosphere. Trauma Informed Practice professional development is the new norm in the field of Oregon Education. As the rate of traumatized students continues to increase in our school district, we need to get our teachers on the road to targeted professional development sessions to increase their skills. We will also investigate bringing field experts to our buildings to provide training.

<https://childsavers.org/why-do-we-need-trauma-informed-schools/>

Health & Safety: In year one, LCSD #7 will hire a School Resource Officer (SRO) due top priority of the community and staff in addressing overall school safety based on recent events this school year that required school shut down along with parents not sending students to school due to safety reasons. Many of the reasons for requesting SIA funds for a school resource officer are highlighted in the request narrative for building fortification, which still speaks to student and community emotional health. We will share the expense of this position with the Town of Lakeview to provide a professional police officer to our buildings. We also see this as a role to assist building administrators in assisting with threat assessment procedures. Research: <https://police-network.com/every-school-school-resource-officer/>. The district will have a full time SRO who is highly trained in emergencies and capable of training staff in fast responses to incidents. SRO

will also provide proactive approaches to be utilized by Staff which includes Trauma Informed Practices and being able to respond quickly when threats arise. LCSD #7 will also update security by having electronic locking doors and monitors. In year one, the electronic locking doors and monitors will be in process of being installed by researching the quality of monitors and quality of locking doors. Due to limited professionals in our area, the first year will be to decide which system to use and implement.

In addition, Lake County School District #7 is a morass of buildings that are outdated to properly address the issues of hostile intruders, and active shooters. The most recently constructed building is Lakeview High School that was built in 1962. Therefore, none of our buildings address the security needed to protect our students, and give peace of mind and emotional security to both our students and parents. Our surveys and the SIA public meeting both revealed that school safety and security were the number one concerns in using the SIA dollars. Every time there is a nationwide school shooting, our students and community go into crisis mode wondering if LCSD # 7 will be next and what are we going to do about it? Our issue, in order to maintain educational programs, our facilities have taken a backseat. There are many structural things that we are placing in a bond proposal that may take up to two years, if the election is successful. However, we need to do something now. Last September we were forced to shut our schools down because of a threat on social media which targeted 7 students on a kill list and stated that there would be a “bloodbath at Lakeview High School on September 23, 2019”. I place this in the category of Behavioral Health and Trauma. The amount of fear and anxiety it created for students, staff and community was immeasurable, and still continues. We are requesting over the three year period to increase our security with door cameras, office monitors and secure buzz in doors If this is approved by ODE. An additional secondary item, we will request transitioning our doors to FOB operation, eliminating key doors.

Research on school safety related to trauma:

<https://www.psychom.net/mental-health-wellbeing/school-shooting-survivor-mental-health/>

Ongoing Community Engagement: LCSD #7 will provide a continuation of community feedback on what’s working well and looking at suggestions/improvements after implementation of the SIA plan. The district will gather feedback and input with multiple opportunities through surveys, open-forum, board meetings, public meetings, and other discussion platforms. This includes gathered input from ALL staff members and ALL students.

Year 2

Reducing Class Size/Caseloads & Well-Rounded Education: In year two, LCSD #7 will continue to use specific funds from the SIA towards hired teacher salaries for Special Education Teacher, Kindergarten Teacher, 1st Grade Teacher, and 4th Grade Teacher. Plans may be adjusted depending on teacher retention and continued supports of new hired teachers/specialists.

Health & Safety: In year two, LCSD #7 will continue to provide Professional Development to ALL staff members in Trauma Informed Practices to support students’ mental and behavioral health depending on new practices and research. Staff will receive refreshed information and provided to new staff hires.

Health & Safety: In year 2, LCSD #7 will continue to monitor efficiency of the School Resource Officer (SRO) and create a partnership allowing for ALL staff to be more prepared when incidents arise along with continued support on how to respond/react to threats that arise.

Ongoing Community Engagement: LCSD #7 will provide a continuation of community feedback on

what's working well and looking at suggestions/improvements after implementation of the SIA plan. The district will gather feedback and input with multiple opportunities through surveys, open-forum, board meetings, public meetings, and other discussion platforms. This includes gathered input from ALL staff members and ALL students.

Year 3

Because LCSD #7 is located in a rural area, year 3 may change depending how year 2 and 3 develop and change. Difficulties and barriers include teacher retention and the ability to hire new teachers based solely on salary pay and geography.

Reducing Class Size/Caseloads & Well-Rounded Education: In year three, LCSD #7 will continue to use specific funds from the SIA towards hired teacher salaries for Special Education Teacher, Kindergarten Teacher, 1st Grade Teacher, and 4th Grade Teacher. Plans may be adjusted depending on teacher retention and continued supports of new hired teachers/specialists.

Health & Safety: In year three, LCSD #7 will continue to provide Professional Development to ALL staff members in Trauma Informed Practices to support students' mental and behavioral health depending on new practices and research. Staff will receive refreshed information and provided to new staff hires.

Health & Safety: In year 3, LCSD #7 will continue to monitor efficiency of the School Resource Officer (SRO) and create a partnership allowing for ALL staff to be more prepared when incidents arise along with continued support on how to respond/react to threats that arise.

Ongoing Community Engagement: LCSD #7 will provide a continuation of community feedback on what's working well and looking at suggestions/improvements after implementation of the SIA plan. The district will gather feedback and input with multiple opportunities through surveys, open-forum, board meetings, public meetings, and other discussion platforms. This includes gathered input from ALL staff members and ALL students.

Lake County SD 7 - 2059 - Annual Questions



Question	Response
1 There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)	While we were limited with our SIA funding from the original idea behind the funding, we were fortunate to have three additional teachers added to the staff to help accommodate the growing class sizes. We were able to alleviate in the kindergarten and first grade which are vital grades in the kids beginning of school experiences. We are also fortunate to be able to add to our special education department where we have seen more students and have the ability to more one on one.
2 What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)	Some of the barriers we experienced were the first year this is lifted off the ground and it was cut down to about a quarter of the estimated amount. It's hard to scale back after we had promised the community so much. I also think it was difficult to get our community to realize that the funds are specific to certain items rather than what sometimes they would like to see have been done.
3 SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)	Student and parent's nights were a big hit. Some student nights consisted of a study hall type atmosphere, while others in the lower grades were designed for game nights. Some of our bilingual parents were offered help with translation during those times as well.
4 Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)	We had to look at the big picture across the whole school and utilize the funds where the biggest impact would be and scale off the rest. The decisions were very tough to make but were specifically calculated to where the biggest impact would be made. The lower grades are pivotal to the success going forward for these students.
5 URL of webpage where your annual report is posted:	www.lakeview.k12.or.us
6 Please attach a copy of the Board Minutes to this line using the paperclip icon to the left.	reporting in October 13, 2021, will forward a copy of the board minutes once they are approved in November.