

## Student Investment Account Grant Application Template



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. **Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.**

Part One: General Information (Application)	
School Year	2021-22
District	Adel School District #21
Webpage	<a href="http://lakeesd.schooldesk.net/Lake-County-Schools/Adel-School">http://lakeesd.schooldesk.net/Lake-County-Schools/Adel-School</a>
Contact Person	Name: Jack Thompson Email: <a href="mailto:jthompson@lakeesd.k12.or.us">jthompson@lakeesd.k12.or.us</a> Phone: 541-947-3371

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

Enrollment: Transitional Kindergarten (TK) currently has 3 students enrolled.

The Adel School (4-8th grade) currently has 5 students enrolled. All students are female. 4 out of the 5 students are receiving Special Education Services through ESD once weekly. Adel school has one classroom teacher and teacher's aide for grades 4-8th. The TK program has one teacher and one classroom aide.

Demographics: Both schools are located in Adel, Or. Adel is a small, rural community with a small country restaurant nearby. Families of students in Adel reside both in Plush and Adel. Adel District is in a remote area surrounded by ranches. Lakeview is the closest city near Adel. Families who live within the valley commute back and forth each day. Many families work within Adel/Plush locations. The community is made up of small family owned ranches who raise cattle, grow hay and support maintenance of surrounding land. Population of the community is around 60. The community consists of a Post Office, General Store/Restaurant, Mustang Horse Training Facility, and Highway Maintenance Station.

Adel relies heavily on ESD assistance for services such as special education, administrative services, financial services, Autism services, speech and language services, technology services, and nursing services. This has been a constant challenge to ensure the school district is receiving services based on student and teacher needs. School board meetings have allowed for continued areas.

Classroom size and ability to reach students is a strength of the Adel School District. Since the community is small and remote, positive relationships between teachers, students and families have been successful.

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Based on community input, student input, and staff input, the areas of need include providing student mental and behavioral instruction with the use of Social Emotional Curriculum, expanding on curricular activities over the summer, enriching curriculum by attending field trips, and kindergarten readiness. Although the school district was able to be in-person last year during COVID-19 mandates/guidelines, many students and their families were affected by having to be home for longer periods of time due to quarantine, other illnesses, and other factors affecting their learning at school.

### **Approach to community engagement:**

- Community members, parents of students at the Adel School, families of students at the Adel School, School board members, and community partners (Beaty Butte Wild Horses, County Sherrifs, Bright Energy Co., Beaty Butte Range Group, Bar None Feed Store, and MC Feedlot)
- SIA information shared at school board meetings
- Public community meeting (held virtually due to illnesses within the area)
- Community survey
- Teacher/Student survey
- Board meeting public comment
- Board meeting minutes available to public

Community outreach included providing a public meeting to discuss funding, areas of needs from the community, and how to utilize the funding based on the 4 criterias required by the State of Education. Public was made aware of board meetings and invited to attend in regards to SIA funding.

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

Barriers included date and time of public meetings due to worker hours. Survey was sent out to the majority of the community of those who provided an email, but the results were minimal input. More input and attendance occurred with public meetings. Other barriers include communication with each community member when not in-person.

**What relationships and/or partnerships will you cultivate to improve future engagement?**

Continuation of communication with surrounding partnerships located in Lakeview, Plush, and other surrounding areas. The district will continue to add partnerships in order to create a positive community outreach program and support.

**What resources would enhance your engagement efforts? How can ODE support your continuous improvements?**

Continuation of public forums and the use of virtual meetings to be flexible with hours that work best for community members. Have recordings or virtual access at School Board meetings.

**Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:**

- Students with disabilities
- Students navigating poverty, homelessness, and foster care
- Families of students with disabilities
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community

**How did you engage your community?**

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Community group meeting
- Website
- Email messages
- Social media
- School board meetings
- Partnering with community based partners
- Partnering with business

## Evidence of Engagement

Upload your top five artifacts of engagement.

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

- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)
  - The use of in-person conversations and surveys worked the best to engage student groups and their families as it got high input/feedback. The strategies allowed for families to be honest and able to share their areas of need/wants. These particular strategies provided insight and good discussion with the board as to what is needed the most for the students/community.
- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)
  - Activities included a community meeting and facebook messenger as public platforms to provide opportunities sharing knowledge and questions towards funding. Activities also included open discussion for parents and community members to share what they would like to see the funding be used towards.
- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)
  - Staff members received surveys to provide input and were invited to public meetings to capture engagement. In-person communication was used to ensure participation.
- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)
  - Review of survey input and share input with the school board. Provide opportunities to attend public meetings. Checked in with staff members in-person and through social media.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

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- Input from areas of improvement and needs were directly addressed at school board meetings by sharing community/staff input and creating a work session to go through priorities for the district. Direct communication with classroom teacher and aides was also utilized in gaining information with the needs of students/parents.

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

Surveys, registration forms, public meetings, and school board meetings were used as data sources in reaching staff, students, parents, and community members. This information was used in creating an equity-based decision based on barriers of communication and ways to reach community members.

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

1. SIA Integrated Planning Tool (created by ODE) - **attached**

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

The Equity Lens informed the district and school board in which areas need to be addressed based on community input, staff input, parent input, and student input. The tool provided insight as to the barriers to consider and areas of strengths within the district and community.

Part Six: Use of Funds  
(Application)

**Which of the following allowable use categories is your plan designed to fund within? Select any or all.**

- Increasing instructional time
- Addressing students' health and safety needs

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- Expanding availability of and student participation in well-rounded learning experiences

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

Based on the needs of students, funds will be used to increase social emotional learning and skills students can apply in their everyday lives in order to increase academic achievement while lessening academic disparities. These funds will support all students while focusing on students with Special Education needs. Mental Health of students is a high priority based on last year's student experience with COVID-19 and other impactful experiences of students.

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

The funding will affect a more positive outcome with academic impact due to the location of the district and creating enriched opportunities in broadening academic knowledge while learning social/emotional skills. The funds will allow for the district and community to come together more as the plan allows for more collaboration between families and the teacher. Students receiving Special Education Services will benefit from enriched academics by considering learning styles and bringing other professions to the school.

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

The location of the school and school district is in a rural setting where resources are minimal or provided from another location due to the physical distance the school is located compared to other cities/towns. Other barriers include recruitment of staff members and housing for employees that are not already located in the community. Being secluded is a direct barrier in achieving equitable outcomes for students and teachers. Student numbers fluctuate yearly depending on state and local ranching working families and other factors of family movement. This creates a barrier to funding depending on the total student population. Plush School district has lower than 50 AMDw and will use other measures to address growth of academics and SIA plan implementation.

*You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.*

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**Do you sponsor a public charter school?** None at this time.

**Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?** Not applicable.

**Did any public charter schools you invited to participate in your SIA plan decline to participate?** Not applicable.

**Describe the process you took to collaborate with public charter school(s) in your community engagement efforts.** Not applicable.





Select your institution from the drop down list to the right				Adel SD 21
School Year	2021 - 2022		2022 - 2023	
TOTAL SIA Allocation	\$	26,924.64	\$	28,023.61
Maximum Administrative Costs	\$	1,346.23	\$	1,401.18
District Sponsored Charter Allocation				

Total SIA Allocation = (District Allocation) +  
(District Sponsored Charter Allocation)

Please provide contact information for the person completing this budget	
Name	Jack Thompson
Phone	541-947-3371
Email	jthompson@lakeesd.k12.or.us
Additional Resources	
<a href="#">Supporting Quality Implementation Guidance</a> <a href="#">SIA Website</a>	

The "INFO" tab provides brief descriptions of the activities described in the "allowable use" categories.



The "Expenditures" tab is an activities-based budget tool to list and categorize budgeted activities.



The "Summary" tab provides a summary of categorized expenditures.



2022-2023 SIA Budget

## Adel School District #21 - SIA Budget : 2021-22 Expenditures

[illegible]

## Adel School District #21 - SIA Budget : 2022-23 Expenditures

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H").  The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount	Budget Notes
Total Allocation					\$ 28,023.61	[District Activities + Administrative Costs] Budgeted Activities Exceed District Allocation
Total Expenditures					\$ 28,023.00	
Total Administrative Costs					\$ 50.00	
Unbudgeted Funds					\$ 50.61	
<b>Proposed Activity</b>						
1		WRE	112	Summer Swim Program June, July & August - bus driver	\$ 4,320.00	Hourly wages
2		WRE	13x	Summer Swim Program June, July & August - supervision of extracurricular activities	\$ 4,800.00	Hourly wages
3		WRE	33x	Summer Swim Program June, July & August - fuel costs	\$ 3,400.00	
4		WRE	4xx	Summer Swim Program June, July & August - licenses/fees/swim passes/food/supplies	\$ 4,100.00	
5		WRE	2xx	Summer Swim Programs June, July & August - benefits	\$ 3,542.00	
6		WRE	31x	Summer Swim Programs June, July & August - swim lessons	\$ 700.00	Hourly rates
7		ADMIN	113	Summer Swim Program June, July & August - administration costs	\$ 2,000.00	Coordination
8	0.08	IT	112	Transitional Learning Program (TK) - Teacher	\$ 2,800.00	Additional Hours
8	0.07	IT	112	Transitional Learning Program (TK) - Aide	\$ 1,520.00	Additional Hours
10		IT	4xx	Transitional Learning Program (TK) - curriculum	\$ 80.00	
11		IT	2xx	Transitional Learning Program (TK) - benefits	\$ 268.00	
13		H&S	31x	Social Emotional - Sources of Strength Coach	\$ 500.00	
15		WRE	112	Curriculum Based Field Trips (SEL, Science, Social Studies) - Bus Driver/Aide	\$ 520.00	
16		WRE	2xx	Curriculum Based Field Trips (SEL, Science, Social Studies) - Benefits	\$ 206.00	
17		WRE	33x	Curriculum Based Field Trips (SEL, Science, Social Studies) - Fuel Costs	\$ 500.00	
18		WRE	34x	Curriculum Based Field Trips (SEL, Science, Social Studies) - Travel	\$ 620.00	
19		WRE	4xx	Curriculum Based Field Trips (SEL, Science, Social Studies) - Supplies & Materials	\$ 269.00	

Adel School District SIA - Summary of Allocations

2021-22

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	0	\$ -
112	Classified Salaries	4	\$ 6,624.00
113	Administrative Salaries	1	\$ 1,000.00
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	1	\$ 3,120.00
2xx	Benefits	3	\$ 1,943.60
31x	Instructional, Professional and Technical Services	2	\$ 2,200.00
33x	Transportation	3	\$ 4,132.00
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	4	\$ 7,905.04
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 26,924.64

Total FTE 0.2

2022-23

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	0	\$ -
112	Classified Salaries	4	\$ 8,170.00
113	Administrative Salaries	1	\$ 1,000.00
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	1	\$ 4,800.00
2xx	Benefits	3	\$ 4,014.00
31x	Instructional, Professional and Technical Services	2	\$ 1,200.00
33x	Transportation	2	\$ 3,900.00
34x	Travel	1	\$ 620.00
35x	Communications	0	\$ -
4xx	Supplies and Materials	3	\$ 4,319.00
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 28,023.00

Total FTE 0.2

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	\$ 1,000.00
Ongoing Community Engagement	0	\$ -
Increased Instructional Time	3	\$ 3,596.00
Improving Student Health & Safety	3	\$ 5,280.04
Reducing Class Size	0	\$ -
Well Rounded Education	11	\$ 17,048.60

TOTAL \$ 26,924.64

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	\$ 1,000.00
Ongoing Community Engagement	0	\$ -
Increased Instructional Time	4	\$ 3,646.00
Improving Student Health & Safety	1	\$ 500.00
Reducing Class Size	0	\$ -
Well Rounded Education	11	\$ 22,877.00

TOTAL \$ 28,023.00

### Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

### Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

### Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?

Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

## Student Investment Account

### Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

**Adel School District #21 SIA - Integrated Planning Tool**

Student Investment Account		Relevant Strategy			
		S1	S2	S3	S4
Outcome	Students will broaden knowledge in curricular activities.	X			X
Outcome	Students will be prepared for transition to Kindergarten by receiving developmentally appropriate and culturally responsive early literacy programs in pre-k.	X			X
Outcome	Students will learn coping strategies when presented with a challenging situation.			X	X
Outcome	Students will learn appropriate communication skills and social interactions with same aged peers.		X	X	X
Outcome	Students will learn self sufficient skills for out of school experiences.		X	X	X

Strategy #1	Provide an opportunity for students to learn new skills in extracurricular activities by broadening their knowledge and application of new skills.
Strategy #2	Provide curriculum to prepare Transitional Kindergarten (TK) students for Kindergarten literacy development and skills.
Strategy #3	Provide development of common core state standard knowledge and practice.
Strategy #4	Provide development in social skills and cooperation with peers.







**ADEL SCHOOL BOARD MEETING MINUTES**  
**Lake County School District #21**  
**Adel, Oregon 97620**  
**Regular Board Meeting**  
**October 14, 2021 @ Adel School**

**Board Members Present:** Pete Osborne, Jason Jaeger, Jim Hiatt, Brilene Ortwein

**Staff:** Jack Thompson, Stacey Martin, Chandra Cahill, Gail Woolery, Kalli Woolery

**Guest:** Teresa Black

1. Board Chair Pete called the meeting to order at 6:04 p.m.
2. Brilene moved approve the agenda as presented. Jim seconded. Motion passed.
3. Public comment was received from Teresa Black. Teresa requested mileage reimbursement for the miles she is driving to and from work to drive the Adel valley bus. She informed the board since September 8, first day of school, she has put on 936 miles on her vehicle coming and going from her home to Adel school to drive bus. Daily she reports it is 72 miles a day round trip to and from work. Discussion took place amongst attendees of the meeting. Jim said it was something to think about. Jack mentioned if you approve it for one employee you have to provide it for all employees. Stacey suggested we might consider a stipend. Brilene moved to table a decision on reimbursement for Teresa Black's mileage from her house in Plush to her job at the Adel School. Jim seconded the motion. Motion passed.
4. No correspondence.
5. Jim moved to approve the regular Board meeting minutes of 9-15-21; Brilene seconded. Motion passed with a unanimous voice vote.
6. Administrative staff report:  
Jack reported there are no issues. Sidewalk looks great. Windows and gutters will be coming November or December.
7. Maintenance report:  
Clerk read an updated report from John Lane, maintenance man. Jack suggested the board think of purchasing a small tractor for small jobs around the school.
8. Teacher's report:  
Preschool teacher, Gail, gave the board an enrollment update. Preschool is following COVID rules and using the daily tracking forms. Gail will be not be able to work beginning October 20 through January. Gail reports there is still a problem with puncture vines. She tried to pull them, but there are still numerous ones in the yard area. Several ideas for the yard were discussed. The gallons per minute of the well was discussed. The board asked the clerk to have an electrician test the pressure tank to see if something is not working correctly.

4<sup>th</sup>-8<sup>th</sup> Grade Teacher Report:

Stacey reported the students are doing a lot of review still. Stacey updated the group on the science project she is a part of and recently presented to a group of her colleagues. The school will get \$2,000 of educational material. Stacey will get \$5,000 for creating the curriculum. Stacey thanked Jason for helping her with presentation. The project students are designing a solar powered water system for a rancher in the community. The project involves figuring out contracts for pumps, solar panels and all needed materials. The teacher added a science lab would greatly facilitate this type of project.

Adel school has had a few absences due to positive COVID cases. All protocol has been being followed. Public health has been very cooperative.

Testing has included using STAR360.

Training: Mather collaborative, writing cohort in Ontario. Next REN training is in January.

Field Trip to airport was very well received by students. Teacher presented the Young Explorers Program and asked for school district support of the project for students interested in becoming a pilot. Jack informed the board we could not be a part of such due to insurance reasons.

9. The ESSER/SIA Grant was discussed. The community input meeting held on 10-7-2021 was discussed. ESSER funding deadline is 9-30-24 with the application due on 10/20/21. Board members expressed a desire to use the funds on projects we have approved rather than add additional expenses. Alina Bradbury, Lake County SIA Liaison, explained she would check on that option. It might not be possible since preschool has been funded in the existing year's budget and due to the supplant vs supplement rule. After much discussion, Jason moved to apply for the creation of a cross curricular lab, cross curriculum material and cross curricular equipment with the \$90,000.00 ESSER III grant. Motion passed with a unanimous voice vote.

Discussion regarding the SIA grant application which is due 10/30/2021 was discussed. These \$26,924 amount of funds are available through 9/2023. Jason moved to apply for the following: 3 additional preschool hours per week if we were not able to go back and fund all of preschool since the general budget has been approved; July/August summer swim program, funding for curriculum based field trips and a social emotional learning program such as Character Strong or Sources of Strength. Jim seconded the motion. Motion passed with a unanimous voice vote.

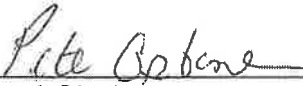
10. Jack presented the Division 22 standards. Jack reviewed the document with the board and Adel School District has met all the standards. Jason moved to accept the report as presented and Jim seconded the motion. Motion passed with a unanimous voice vote.
11. Jack presented the ESD/Adel School District Memorandum of Understanding. Jack went over changes including addition a ½ time behavioral specialist to the ESD staff, as well as a SIA liaison. He reminded board there is a nurse available to them for questions. Jason moved to approve the Lake ESD/Adel School District Memorandum of Understanding. Brilene seconded the motion. Motion passed with a unanimous voice vote.
12. The tuition agreement between Lakeview School District for students attending Lakeview High School was reviewed. Jason moved to approve the high school per day rate of \$69.83 per day.


Jason moved to continue the \$8500.00 per child rate Adel pays to Plush and Plush pays to Adel for the K-3 and 4-8<sup>th</sup> arrangement. All students living in Warner Valley grades K-3 attend the Plush School no matter if they live in Adel or Plush and all students in grades 4-8 attend Adel School no matter if they live in Adel or Plush. Jim seconded the motion. Motion passed with a unanimous voice vote.

13. Chandra presented the September bills (see attached). Jim moved to approve the September bills; Jason seconded. Motion passed with a voice vote. The financial report was presented and discussed.

15. There were no board member reports.

16. There being no further business to conduct, the meeting was adjourned at 7:15 p.m. Meeting adjourned.

  
\_\_\_\_\_  
Board Chairperson

  
\_\_\_\_\_  
Clerk

