

## **Part I : General Information**

The school district is composed of three brick and mortar schools - one elementary serving Kindergarten through Fourth Grade, one middle school serving Fifth through Eighth Grade, and one high school serving Ninth through Twelfth Grades.

**Plan is posted on the district website at:** <http://www.bandon.k12.or.us/>

## **Part II: Narrative**

Our district educational system supports the core values of hard work, honesty and love of learning; these values resonate from all staff. When a decision is made in our school, the first thought is: "What's best for the students?" Everyone shares this belief which allows us to focus on the hard work of teaching. Equity then is an expectation in all we do. We utilized our regional Equity tool as part of our SIA process and included it in discussions, data analysis and decision-making as we will be moving forward in the implementation of the three year SIA plan.

Inclusion is also very important to us. Our SIA Plan was developed in unison with students, parents, staff, and community members through multiple means of communication before and during the COVID closure. Students and families were surveyed, staff participated in surveys and building-level discussions, and our community was involved in a community meeting. Our district leadership team, including school board members, administrators, teacher leaders, and parents, met to collaboratively review the data and discuss potential for targeted growth in our district. This concerted effort is in addition to our regular practice of weekly administrative meetings, regular staff meetings, and an open door policy for students, families, and staff, as we work to include stakeholders in decisions that impact our educational community.

District needs were prioritized by our administrative team with consultation from the above-mentioned stakeholders based on two main purposes of SIA. In order to reduce academic disparities and provide equitable access, we focused investments on our most impacted students of our traditionally marginalized, underrepresented, and underserved populations. In addition, we are committed to meeting the mental and behavioral needs of all students by increasing staff and support across the district.

Specific areas of investment for the SIA fund based on our work include:

- Providing for the health and safety of students by increasing social-emotional, mental, and behavioral health supports across the district;
- Providing a more robust career exploration opportunity for our high school students;
- Providing improved Career and Technical Education options for our 7-12 students;
- Reducing academic disparities through curriculum materials and professional development for educators;

## **Part III: Community Engagement and Input**

### **Overview of Community Engagement**

Our journey in supporting students and families in trauma kicked off when all of our district staff received ACES training in 2018. It has continued with k-12 focus on a culture of care in 2019-2020 as we collaborated as a district and came together to plan for what needed to change during the COVID closure.

Students who struggled prior to the closure might be more traumatized upon their return, they may not be able to connect to their schools and require support and resources such as online access, specifically designed instruction and counseling. We added meals and opportunities for social emotional and art/music experiences during the summer with the help of an ODE meals grant.

With the training and discussions our staff and community have been having we recognized the barriers which our students and families faced and that often behaviors, medical and social emotional needs are the result of what had been done and experienced in the past rather than anything that was a choice.

Having that information we determined to be more inclusive and trauma informed and to help mitigate the effects of ACES on our students so that we could equalize their opportunities.

### **Self-Assessment of Community Engagement**

The engagement activities in which we engaged were interrupted by the COVID closure and did not rise to the level which we intended as a district. Specifically we were only just aware of the data showing a need for a closer look at our secondary students who were indicating that they were affected by LGBTQ+. Historical knowledge of our district and community informed our decision to reach out via survey, as well as providing an in-person opportunity for engagements. Students were given surveys in their homeroom/advisory classes with educators that they have built a trusting relationship with in an effort to elicit honest feedback. Our students eligible for special education services were contacted by Special Education staff including teachers, assistants, and the Special Education Director. We believe the most valuable data we can collect comes from situations where all stakeholders are interacting with those who they have already formed trusting relationships which we hope to nourish and develop over time.

While we would rate ourselves as being proficient in most areas of our stakeholder engagement processes, we need to further refine our ability to engage our most historically disenfranchised populations. Our district's largest group are the economically disadvantaged students. In many cases, it is difficult to gain meaningful engagement and feedback from this group. We plan to engage in ongoing and meaningful engagement with all stakeholder groups and we monitor progress of the SIA plan. During this time, we will work to develop a deeper understanding of the needs of each group and how to best help improve engagement outcomes for each group.

### **Relationships and/or Partnerships Cultivated to Improve Future Engagement**

Part of our implementation plan includes specific outreach to our LGBTQ+ students including adding a Student Support Specialist, leadership opportunities focused on inclusion and empathy, a Safe Space Ally, and adult support specifically to listen and learn about student needs through group and empathy interviews. We will be working with our local public health authority to provide access to a mental health therapist to conduct group and empathy interviews, as well as serving as the Safe Space- Ally "Train the Trainer" in our district. We are also partnering with our local Educational Service District and the University of Oregon to participate as a pilot school for Trauma Informed School Systems in all three buildings. This includes a trained staff member at each building dedicated to serving the social-emotional and behavioral needs of our students. While this will look different at each building based on the developmental stages of our students, all three staff members will receive a year-long training and cohort opportunity with the expectation of continued commitment to this position based on the data collected demonstrating a need in this area.

### **Resources Which Would Enhance Future Engagement Efforts**

Meaningful, authentic stakeholder engagement will continue to require a significant amount of time from staff. Dedicated time in a district of our size is complicated by the fact that all of our administrators serve

in multiple roles, leaving little time for comprehensive project management. Additional stakeholder engagement opportunities will be supported through our local ESD with ODE support.

### **Who was Engaged?**

While we know that we had conversations surrounding the topics and heart of our SIA plan with these target populations, we did not necessarily refer to the SIA/SSA plan during those conversations. We have always strived to be highly communicative with families in an effort to connect and best partner with them to meet the needs of their children.

Families or Students:

**Of color**

**With Disabilities**

**In ELL**

**Doing Foster care**

**Experiencing Poverty**

**Experiencing Homeless**

**Tribal community**

**Community Based groups**

**Community leaders**

### **How did you Engage your Community?**

As part of our outreach we used surveys for community members (8 responses) , staff ( 69 responses) and for students in 3-4 grades( 94 responses), in middle school ( 203 responses) and high school (147 responses) . On February 26<sup>th</sup>, 2020 we partnered with ODE and our ESD and interviewed students at the high school in a Leadership class (12 students) and then held a parent/community/staff forum attended by 50 individuals. Our collaboration was seeking input and feedback on both how we could improve our service to our students and on our plan for SSA funding. We used the information provided by our community to help guide our initial SIA plan which was reviewed at a Board work session on April 7<sup>th</sup> and approved at the Board meeting on April 13<sup>th</sup>. Although opportunity for public input was available at each of these public meetings none was received. Parent interviews were conducted during spring COVID closure including focus on families experiencing poverty (approximately 150 families district-wide), students with disabilities (approximately 75 families district-wide), students in foster care (including foster parents and case worker contacts for at least 2 children), families experiencing homelessness or instability in their living condition (2 families), and community partners (including service organizations, Booster Club support, and our local hospital). While our conversations did not indicate to families that they were seen as part of a target population, nor did it specifically reference our SIA plan, each conversation was part of our dedicated efforts to meet the needs of our families and students. With our new survey data, we have a focused lens on areas that have been identified as needing attention, which helps to shape our future outreach and support efforts. Our renewed work on our SIA plan included a review/public comment session and Board approval for the revised plan on October 12<sup>th</sup>, 2020. Administrators have worked to shift their focus from reopening schools mid-pandemic to the SIA plan restructuring necessary after looking at the data collected last school year. While the shifts necessary based on our data are minimal, we are now able to be more focused and targeted in our approach to using SIA funds to support our historically underserved populations.

### **Evidence of Engagement-**

## **Five Artifacts of Engagement**

- **Facebook invitation to community engagement meeting**
  - Families were invited via paper flier and digital communication tools
- **Equity Decision Tool**
  - Lens with which BSD administration considers equity and the impact on all students and families, especially those in underserved demographic groups and protected classes; this tool helps us to focus our conversations and consider all levels of impact of decisions made.
- **Family Surveys**
  - Provided to parents both digitally and in paper formats.
- **Student Surveys(3)**
  - Provided to students in digital format with district devices to support completion.
- **Sample Call Log (k-12)**
  - Evidence of parent interviews related to social-emotional well-being, student safety, family nutrition and housing stability, etc.
- **Staff Surveys/Email Communication- invite staff to comment on plan at Board meeting**

## **Strategies for Engagement of Focal Student Populations and their Families**

As a district, we shifted our focus from engagement related to SIA/SSA to care and connection during the school closure in the spring of 2020. We reached out to families experiencing poverty and food insecurity by offering free daily meals including delivery, when needed, for all families in the district. Staff were assigned to delivery routes which included delivery of meals and school related materials. Resource Room and Title I staff made additional contacts with families on their caseload that included families experiencing poverty, students with identified disabilities and those on our radar for additional academic and behavioral supports, students of racial diversity (based on inclusion in their caseload) and one of our few ELL students (also due to inclusion on the caseload). Throughout the reevaluation of our SIA plan, it became clear that our focus shifted away from our target demographics and moved to a “care and connect” perspective for all families in facing the very real challenges of the COVID-19 pandemic. Now that we are back with a renewed focus on our SIA plan, it is more important than ever that we have the resources necessary to meet the social-emotional, mental, and behavioral health needs of our students. To do this, it is imperative that we have access to our SIA support to bring on new players to our team to fulfill our plan.

## **Strategies/Activities for Engaging Staff**

As a small district, we use many informal communication strategies to connect with our staff. Multiple strategies and activities were executed to engage our staff in this work, including but not limited to:

- Staff meeting discussions
- Principal walkabouts for one on one communication
- Staff survey
- Staff representation on District Leadership Team
- Staff invitation to community engagement meeting

## **Part IV: Data Analysis**

Stakeholder input informed all steps in SIA planning. Data from our needs assessments, surveys, focus groups, and engagement activities across all stakeholder groups helped to identify common themes evident in both data and as viewed by stakeholders. Investments in social-emotional learning and supports was emphasized as a need from all groups. Additional needs that were evident across all focus groups and the district were investments in meeting the needs of our LGBTQ+ community, investments in counseling and mental health supports, as well as investments in career exploration and CTE options.

Our collected data at the elementary school, including surveys, interviews, and our community meeting, demonstrates a need for additional support in ELA achievement, as well as continued work on building a culture of safety at school. We know based on research surrounding the impact of trauma on brain development, the different brain states in children and adults, and educational research that children must have their basic safety and connection needs met before they can engage their executive brains for the integration of new learning. As such, this data and research supports our need for a deepened focus on social emotional learning and additional support for students in navigating their newly acquired skills in daily interactions.

Our collected data at the middle school shows that based on the student experience, that students have placed student's social/emotional development at the forefront of key areas of focus in the coming years. This will support the need for a Social Emotional Learning curriculum and additional staff curriculum in this work.

Our collected data at the high school shows that there is a need for increasing social-emotional, mental and behavioral health supports. Providing a more versatile education through the development of alternative pathways, and more career guidance, and improve Career and Technical Education options. Provide more supports for LGBTQ+ Community.

District-wide our collected data shows that our students and families have struggles and hardships including housing insecurity, homelessness and poverty directly impact learning and school success. Based on our work over the past two years in improving attendance and achievement, school climate and parent/community engagement we believe we need to invest in becoming a more inclusive and trauma informed district. Trauma-informed schools create an avenue to support youth, their social-emotional development, and provide practical tools for school personnel and parents. In many locations, these efforts have transformed school climate, reduced bullying, improved attendance, reduced disciplinary referrals, and improved grades and graduation rates.

### **Data Sources**

**Interviews**

**Phone Calls**

**Surveys**

**Community Meetings**

**Staff Input outside of Community Meetings**

## **Part V: SIA Plan**

### **Key Elements of the SIA Plan**

**Outcome:** Bandon School District plans to utilize our SIA funding to meet the social emotional learning needs of our students and reduce disparities through a network of support staff and a systems approach to wrap around resources. We will also be taking part in a regional SEL project placing a trained support specialist in every school as well as receiving training for our administrators to be leaders in Safe Spaces/Ally work at their buildings. We believe these actions will specifically address the disparities we see for children and families and increase the academic success and positive experiences at school of our identified populations- children in poverty, experiencing homelessness/housing insecurity and those who identify as LGBTQ+. We are focused on SEL, mental, and behavioral support across all levels as we clearly see the need for continued commitment to this end based on the data collected.

- Three Year Plan		
Plan Year	Strategies	Activities
Year 1	<p>Creating Safe Spaces</p> <p>Engaging Community partners/Elevating Youth Voice</p> <p>Create a Student Support Specialist position</p>	<p>SAFE Space Ally Training for staff</p> <p>Conscious Discipline social emotional professional development for all K-4 staff (2019-20) and all K-5 staff (2020-21)</p> <p>Recruit youth for South Coast Youth Council (7-12th grade)- community partners include Youth Era Partner with UO and SCESD SEL/TISS (Social Emotional Learning/Trauma informed School Systems) program to increase age appropriate skills and create a trauma informed school system ( 3 year project).</p>
Year 2	<p>Support Student engagement in a Regional Youth Council focusing on student voice and equity.</p> <p>Refine Student Support Specialist role</p> <p>Align new trauma informed systems.</p>	<ul style="list-style-type: none"> <li>· Continue to partner with UO and SCESD SEL/TISS program to increase age appropriate skills and create a trauma informed school system (3 year project) including South Coast Youth Council</li> </ul> <p>Conscious Discipline social emotional professional development for K-5 staff (2020-21)</p> <p>Discuss sustainability districtwide and review evaluation with Board</p>

<p>Year 3</p>	<p>Culmination of SEL/TISS Pilot Project- Evaluate SEL program.</p> <p>Engage Youth and Community Voice and Assess Climate (SAFE Space ALLY Program)Evaluate next steps and sustainability..</p>	<p>Continue to Partner with UO and SCESD SEL/TISS</p> <p>South Coast Youth Council present a summative review of progress to Staff and School Board.</p> <p>Student led school climate survey K-12.South Coast Youth Council present a summative review of progress to Staff and School Board.</p>
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**Equity Lens**

Equity is at the forefront of every discussion and decision in the Bandon School District. We use the Equity Lens of our region, created by South Coast ESD and included in the appendices.

**Part VI: Use of Funds**  
**Allowable Uses**

**Meeting Students Mental and Behavioral Health Needs**

We will also be taking part in a regional SEL project placing a trained support specialist in every school as well as receiving training for our administrators to be leaders in Safe Spaces/Ally work at their buildings. We are focused on SEL, mental, and behavioral support across all levels as we clearly see the need for continued commitment to this end based on the data collected.

**Addressing the Needs and Impact on Focal Student Groups**

We will specifically address the needs of our students identified through our survey related to LGBTQ2SIA+ and school climate/student support.

**Barriers, Risks, or Choices**

It is recognized that potential barriers and/or risks may impact the district’s ability to meet some of the investment and/or achievement goals. One potential risk is the inability to staff the additional positions created through the SIA. Positions in the areas of mental health and counselors are in high demand across the state. Another potential risk is creating an environment that highlights student differences (such as LGBTQ+ status) while attempting to create a supportive, safe space for all. Additional risks arise through the need for the organization to manage the expansion and implementation of the SIA plan, which can be minimized through the addition of district level staffing to support such shifts. Choices which are explicitly being made to meet the growing social and emotional needs of our students will help to make schools an even more enjoyable and safe place to learn. This process and evidence of success will take time, however addressing the social-emotional needs of students first and foremost will help all students experience success throughout their educational journey and beyond.

**Part VII: Documentation of Board Approval-** agenda, public input and unapproved minutes

**Part VIII: Appendices including 5 pieces of Evidence of Engagement surveys, notes, flyer for community event, Equity Tool**

Plan ends

**Bandon School District Plan for SIA**

Allocation \$622,746 (adjusted allocation \$197,609.51)

Indirect Administrative \$25,035 (3.87%) (adjusted \$7,647 )

**Should we be budgeting at \$65K per building? No \$63,320**

**Ocean Crest Elementary**

Hire (3) Educational Assistants focused on Emotional Skills and Trauma Informed Practices. These specialists will support teachers in their work with our students developing Social, Emotional, and Behavior skills.

\$150,000 Salary & Benefits 1.0 FTE

Purchase materials related to Conscious Discipline and continue professional development on the process.

\$35,000 (\*\*Becky working on grant funding through Advanced Health\*\*)

\$10,000 Social Emotional Learning Curriculum - Elementary

**HLMS**

Fund portion of Mental Health Counselor services with a focus on Social -Emotional, Behavioral supports, and Trauma Informed Practices. Provide Safe Space-Ally Train the Trainer professional development. This position will be similar to our current counselor model

\$ ? Salary & Benefits 1.0 FTE

Fund ongoing Student Support Specialist training and implementation with a focus Social-Emotional, Behavioral Supports.

\$ ? Salary & Benefits 1.0 FTE

Funding for 1 period of teacher salary to teach Career Exploration class for Middle School students (7th/8th) and purchase site license and student access license.

\$ ? per. of teacher salary

\$ 700.00- site license and student access licensure.

Career Exploration curriculum (7th/8th)

\$ ?

**BHS**

Fund BSD portion of Mental Health Counselor services with a focus on Social -Emotional, Behavioral supports, and Trauma Informed Practices. Provide Safe Space-Ally Train the Trainer professional development. This position will be similar to our current counselor model

\$ ? Salary & Benefits 1.0 FTE

Fund BSD portion of Academic Advisor salary to include Student Support Specialist training and implementation with a focus Social-Emotional, Behavioral Supports.

\$ ? Salary & Benefits 1.0 FTE

Funding for 1 period of teacher salary to teach Career Exploration class and purchase site license and student access license.

\$ ? per. of teacher salary

\$ 700.00- site license and student access licensure.

Social-Emotional, Behavioral Curriculum

\$ ?

Add a class to the current Technology teacher position to increase academic achievement for students, including reducing academic disparities for: • Economically disadvantaged students; • Students from racial or ethnic groups that have historically experienced academic disparities; • Students with disabilities; • Students who are English language learners; • Students who are foster children; • Students who are homeless

\$18,000 Salary & Benefits

**District Level**

Hire (1) Educational Assistant Supervisor to coordinate all work related to Emotional Skills and Trauma Informed Practices and the work of our educational assistants. This person would also become our Homeless School Liaison.

\$64,711 Salary & Benefits 1.0 FTE