

## Student Investment Account Annual Report Questions

### Glide School District 12

### Fiscal Year 2020-21

#### Annual Report Questions

District or Eligible Charter School	
<p>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)</p>	<p>We used our District adopted equity lens to approach each challenge that we faced during the 20-21 school year. The addition of our computer technician was crucial through distance learning and returning to in-person learning. This enabled us to respond to staff and student tech issues quickly and efficiently. The creation of the Elementary Assistant Principal position provided more support for staff, students, and parents. The staff had access to an additional administrator to seek out advice, provide student support, and to reach out to families. The addition of a full-time Special Education teacher at the Middle School has allowed for us to better meet the needs of our traditionally underserved students through both direct and indirect learning services. Additionally, our middle level students have been able to participate in additional elective classes to help build morale and support social emotional learning needs across campus as led by our instructional and leadership staff.</p>
<p>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)</p>	<p>The greatest challenges this past year have been providing a stable learning environment, lacking substitutes for licensed and classified staff, remote technology access, and adjusting overnight to last minute state changes. Given the rural nature of our district, (1200 square miles) in addition to two major local wildfires, our district was in a constant state of adjustment.</p> <p><b>Stable Learning Environment:</b> Due to the State Covid count matrix, our 4th, 5th, and 6th grade students were unable to return to school while all other students were on campus under the "Remote and Rural exception." This created great turmoil for parents and our district staff, when primary aged children and</p>

	<p>middle/secondary aged children were on campus- while 4th - 6th grade students (many siblings of kids on campus) had to remain at home.</p> <p><b>Lack of substitute staff:</b> In order to cohort students and meet the initial social distancing requirements, we had to add additional classrooms in our gyms, library and cafeteria. These created additional staffing needs and pulled our current staff away from other assignments. When staff had to quarantine out, we were unable to find substitutes to cover their areas for supervision. This led to additional schoolwide transitions to distance learning to meet the requirements of the state.</p> <p><b>Remote Technology Access:</b> Our staff quickly adjusted to provide all instruction online, which created a new storm of tech issues or lack thereof access to the internet in dozens of households across the district. There remain several students in our district without internet access due to location, financial situations, or a conscious choice to not allow their students access to the 'perils of social media on the internet.'</p> <p><b>Adjusting to changes:</b> There were several changes made at the end of the week or during school breaks that impacted school operations. As a result, administrators worked a large share of the summer and through weekends to line up staffing and adjust to the changes as quickly as possible. The change in the Safe Harbor requirements over the winter break created unnecessary turmoil in communities across the state. While our district staff and community banded together to meet the multiple requirements placed upon us for in-person instruction, it wasn't until large Portland Schools pushed back that some of the social distancing and cohorting restrictions were lifted. As a rural school district with leadership staff and a school board that advocated for students while maintaining health and hygiene protocols the entire year, we were disappointed with the timing we were forced to operate under.</p>
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**Annual Report Questions**

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)

COVID-19 has presented challenges with continued engagement with students and families throughout the 2020-2021 school year. Success has included the addition of an online app, ParentSquare, that allows us to send parents and our secondary students information regarding school updates at a moment's notice. This allowed for us to increase our communication channels for all K-12 happenings. Additionally, we adopted several practices for communicating and engaging traditionally underserved students and families through phone calls and conversations regarding curriculum, technology, supports and interventions. We sent our several stakeholder surveys for community feedback regarding enrollment and other areas of inquiry. In regards to challenges, we attempted to host several video conference meetings for families with little participation.

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 prioritized all SIA funding with staffing needs to meet our focal students and families needs here in our district. The addition of our Elementary Assistant Principal, Technology Assistant and Middle School Special Education instructor provided the most impact for our Glide youth given the reduction in funding.