

Student Investment Account Annual Report Questions Fern Ridge School District



Annual Report Questions

District or Eligible Charter School	Fern Ridge School District
<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>While SIA funding was reduced and our plans had to be adjusted, FRSD was able to provide significant supports for our community, students (including focal groups), families, and educators. These supports included: a district nurse, free athletics for 9th-12th grade, consistent professional development for our classified staff, updated social emotional learning curriculum in grades k-8, support for an online program k-12, additional tech. support, and purchase of a portable at EES. The activities stated above provided families with opportunities to engage with the school community, supports for students and families ongoing health, and allowed for parent/student choice in educational models during the pandemic. Consistent professional development provides our staff with the skills that they need in order to provide high quality instruction to ALL students. Progress was made in two primary outcomes: targeted and systematic professional development for our instructional assistants and providing opportunity for extracurricular activities. Due to the COVID pandemic, collecting accurate data to reflect on goals was a challenge.</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>1. Staffing: One of the biggest hurdles we faced and are continuing to face, is staffing. Our district nurse in particular started late in the summer due to not getting many applicants. Once we did get an excellent applicant things went smoothly. In the Spring, she had a health emergency and needed to step away. We have been unable to replace her despite the job being open for months. We are currently working on contracting with a nurse for 10 hours a week to at least give us a little support in this area. Staffing has been a major hurdle. 2. Permits for new facilities: The snails pace that the county planning office moves at, in part due to COVID, in part due to fires in Eastern Lane County has been a significant hurdle. We are nearly at the end of that process, but it has taken over a year. 3. In-person engagement: In the planning for the first year of the SIA we were able to have lots of creative in-person engagements with staff, community, and various groups. With the restrictions of distancing, and problems brought about by COVID we have had to move much of this to a virtual environment which is not only not conducive to discussion, but more difficult to get participation.</p>
<p>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)</p>	<p>The challenges are described above, and mostly revolved around the pandemic. Prior to the pandemic, Fall of 2019 and Spring of 2020, our engagements were going great. Successes have been many. Primarily, it is that we are engaging with more people, in more ways. With our staff the process allowed them to get a clearer picture of needs K-12, and understand the challenges being experienced at each level. Often times H.S. teachers do not understand the</p>

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	<p>challenges faced at the elementary level, and vice versa. The engagement process with staff has facilitated this. In addition it has allowed us to identify and engage with various focus groups, so they feel like their voices are being sought out. In particular with our BSU's (Black student Unions), SPED, families experience poverty or homelessness and ELL families. When we had community engagement opportunities building principals made personal phone calls to these families to invite them to sessions where we offered daycare to facilitate their participation.</p>
<p>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)</p>	<p>What guided our prioritization when funding was reduced, really involved around focusing on things that we thought would have the most impact on focal groups, and be the easiest to implement. For example, our three largest expenses we moved forward with were our nurse, new tech staff and the portable building. The nurse allowed us to do so many great things during the pandemic and offer supports to some of our most in need students and families that we never would have been able to do in previous years. The additional tech staff allowed us to operate in a CDL environment in ways that were most impactful for our students and families most in need, whether it was pursuing internet and hot-spots, or offering a take-home device to all 1500 students, these were things we could not have accomplished with a 1 person tech department. These decision were made with consideration and use of our equity lens tool! Once we had our scaled back plan we got feedback from staff, constituents, Key communicators and ESSA teams and we received a high degree of support in the surveys that we conducted.</p>