



Annual Report Questions

Student Investment Account 2020-2021 Annual Report Questions West Linn-Wilsonville School District

Questions	WLWV Responses
<p>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><i>Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.</i></p>	<p>Though the reduced funding to our SIA grant required a significant scaling back on our SIA implementation plan, we still had a number of areas that were positively impacted by the grant this 2020-2021 school year. We hired Coordinators to develop and implement our new Online Learning school option (WKOP) to provide high quality learning experiences for students who chose this during the pandemic conditions.</p> <p>We maintained key staff who support student's mental health through this time of significant economic challenge. We maintained key staff who work to reduce academic disparities.. We added an important data tool and intervention resources to understand and support student's mental health. We hired a new Bilingual Family Support Specialist and launched WLWV Family Empowerment Center. All of these are strong evidence based practices that we continue to use toward eliminating academic disparities and better supporting the mental and behavioral health of our families.</p> <p>We saw the impact of the SIA funded strategies in many ways. We are connecting more families to school and community resources, particularly Spanish speaking families through the Family Empowerment Center, and these connections are leading families to better understand and access other components of school support for their children. We had increasing community partnerships that benefit students and families. For example, we had donations from more community groups like Clackamas Book Shelf that gave books to children, and faith groups that provided privacy screens for health rooms. We continued training for staff and community on positive mental health and suicide prevention. This included parent education nights on understanding and reducing anxiety in children, and QPR suicide prevention training. We Increased support for students with disabilities. An example of this is adding learning specialists to provide direct services and collaboration for students served by special education.</p> <p>Staff gathered more information about students' feelings of belonging and social emotional skills to plan school wide social emotional skill building. An example of this is how School counselors used data from Panorama survey to</p>



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	<p>select and develop target lesson plans and interventions to better meet the mental health needs of students, both in universal lessons, small group supports, and individual interventions.</p>
<p>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><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.</i></p>	<p>The obvious challenge to the SIA implementation is the reduced funding. The other challenge to the SIA implementation is the complex accountability and reporting process. The Oregon Department of Education has been very supportive in providing staff to support the SIA process, has provided regular office hours, and been responsive to support requests. Yet the amount of time dedicated to the documentation components of this grant, alongside the High School Success Grant, has been challenging, particularly as we have been working to implement school in completely new formats and meet the needs of students and families in a pandemic.</p>
<p>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><i>Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.</i></p>	<p>This past year, our Superintendent started a parent advisory group that centers in the voices of BIPOC families. This has been an extremely important way to hear from families who don't typically advocate at school board meetings or directly to principals. Throughout the 2020-2021 school year, we had more parent communication opportunities through video conferencing. This was a new format for our district. We discovered more families that may not be able to attend a parent night because of childcare or work schedules were able to attend from their living room. The Family Empowerment Center launch provided more opportunities for engaging families, particularly Latinx families. At the same time, there were some students who were much more difficult to engage during Comprehensive Distance Learning. Many students who had participated in focal groups in preparing for the SIA application were less engaged in school during the distance learning model. It was much harder to have the less formal communication with students that we can have when we connect with students in cafeterias or hallways with all of the distance learning and hybrid learning COVID restrictions.</p>
<p>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><i>Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this</i></p>	<p>We submitted our SIA plan with great optimism. Yet as the reality of COVID began to take hold, we had very difficult decisions to make. The process of engaging our community in the planning stages and in taking time to prioritize our investments truly helped guide our difficult decisions. Our SIA plan called for beginning to develop an online learning option as a strategy to address academic disparities and social emotional needs for some students. As our entire district moved to Comprehensive Distance Learning, those SIA priorities pushed us to maintain staff and programs that support care and connection. Because of our planning, we implemented 2 tracks of online line learning: one that was a full year commitment to a fully online program, and one that started online with the opportunity to return to brick and mortar as health metrics allowed. We moved forward</p>



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question, you may also offer learnings or surprises that were unanticipated.

with implementing our SEL survey, as a way to learn more about our students' needs. We maintained our school nurses, school counselors, and school social workers to support the safety net needed to work with our families through these unprecedented times. Our focus did shift from adding new positions to being able to maintain the positions that we had. This allowed for stability of staff in an unstable time for our family and community.