

202-2022 SIA ANNUAL REPORT

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

"1. As a result of the creation of the Tech team, our staff is far more adept at using technology to support instruction and feels much more empowered in their technology skills. Staff also took the lead in delivering several professional development opportunities to their colleagues throughout the school year. The monthly tech team meetings created a core group of colleagues that staff could depend on for assistance.

The creation of our Equity Team has brought a culture shift to our district. Staff continue to center interactions with an equity lens as they interact with stakeholders, students, and each other. For example, at the Lincoln School of Early Learning, staff noted an increase in parent partnerships to address and support students who were in need of support. There were weekly staff meetings wherein staff collaboratively discussed strategies to connect with all of their community and to encourage involvement in campus activities.

The additional Social-Emotional counselor and K-6 counselor reaped myriad benefits. Counselors delivered instruction in classrooms on topics such as kindness and the attributes of a good friend. This allowed students to see counselors as kind adults whom they could trust when having a problem or concern. Teachers saw counselors as educators and facilitators of restorative justice. Further, having counseling staff available greatly diminished the amount of time students spent excluded from class, waiting to confer with the principal. Having a counselor at the ready builds collegiality and rapport at each building site, which ultimately benefits students."

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

"2. There was a large amount of turnover at the end of the 21-22 school year in the district. We lost three of the four counselors who had been hired. Because of the great benefits reaped by having SIA fund supported counselors, the District filled all of the vacated positions, choosing to serve students and their continuing mental health journeys. The newly hired counselors have experience in the field; however, they are not yet well-versed in their roles. The lone counselor who remained in District was moved to a high school position, which broke some of the continuity and momentum built at the K-6 level.

While the District implemented and fostered a robust tech team last year, the decision was made this year to take a different approach. Fearing pandemic induced technology fatigue among students and staff, the tech team members this year will serve more of an "on call" role, helping colleagues as needed in their buildings, including providing site-specific professional development as needed (as an example, the Tech team is supporting the 7-12 staff as they implement newly adopted ELA curriculum.)

Due to a lack of available substitutes in our county, the Equity team was not able to convene as often as envisioned. They still had some meetings and made some inroads toward improved equitable practices, but much work still needs to be done— especially in the area of supporting students who are not performing at grade level, and/or not attending school regularly. We

continue to strive to build meaningful connections with all stakeholders through Open House events, extracurricular activities and community partnerships."

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit

[https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web\[1\].pdf](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf) and where your efforts might land on the spectrum as you complete your response. "

3. For the most part, relationships were strengthened with stakeholders over the 2021-2022 school year. Our district is small and fairly rural. We have several heavily involved community partners in Roseburg Lumber, Oregon First Community Credit Union, and Les Schwab. We regularly address our local Rotary Club at their monthly luncheons. We have a strong collaborative relationship with local youth organizations, allowing use of gymnasium facilities and playing fields at four of our campuses.

Because of the focus in our SIA funds to support students and their mental health, our schools have become a stronger community to support our students. Staff rely upon each other to locate support needed for students, whether they are in need of food (all students are provided with three meals a day, free of charge) during the school day and even over the summer, to needing clothing and toiletries from our school sites and District office, to becoming certified to transport students to school and extracurricular functions. There is outreach to parents provided bilingually (verbally and written.) We partner well across campuses to pool resources as needed. Our community vigorously supports schools through fund-raisers, community carnivals and open houses.

In terms of the Community Engagement Toolkit, we are at a strong four. We partner well with our faith community to support students. Our local businesses provide internships to students who are enrolled in both our alternative and traditional schools. We solicit families to be a part of school events through our District's Facebook page and District website."

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

"4.Placing student mental health at the forefront was a clear priority for our District. The addition of support resulted in more referrals for assistance, and therefore, support for students (and families) in need. Although the first months back to full, in-person instruction were exhausting (owing to extreme behaviors and lack of self-regulation), having counseling staff available to support all building staff in re-educating students in social interactions was invaluable. Students are using self-regulation techniques to express their feelings more often. We are developing a common language in communicating how students are feeling/behaving. We are continuing to refine our referral process of students to our heroic counselors to address students where they are. In fact, due to the impact our counselors had on our students compelled us to maintain that level of service despite having three counselors leave. We knew we had to build on the foundation the SIA funds of the 2021-2022 school year allowed us to create.

We know there is always work to do in engaging our stakeholders as we strive to view them with an equity lens. Whether adults or students, all of our stakeholders have voices that need to be represented. We will continue to do better work in engaging representatives across all focal groups represented in our educational community as we move into the exciting process of developing our application for the ODE's Integrated Application Process for the 2022-2023 school year."