



**Riddle School District 70**

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**Riddle School District  
20-21 Student Investment Account Annual Report**

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?

Despite the difficulties implementing portions of our plan, we were able to implement some changes with SIA funding that allowed us to: Hire another PE-Health Teacher at our JH/HS that allowed us to offer some different PE electives and additional health courses to students at that school. We were able to contract with a local counseling agency for counseling services at both the Elementary school and the JH/HS that allowed us to address social and mental health issues among students, Families, and staff at both schools. The district was also able to contract with the local ESD to provide a part time Behavioral interventionist who worked with students and staff to improve communication, conflict resolution, and peer interactions.

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?

We encountered several barriers to our implementation. Along with the decreased funding available preventing us from fully implementing our plan, we also saw a lack of qualified staff available to fill positions. The district also found that the expense of hiring a full time Counselor and a full time Skills Trainer was much greater than anticipated and had to reduce the amount of time we could pay in both of those positions. Also, the fact that the beginning of the year we were limited to Comprehensive Distance Learning, limited our ability to deliver hands-on types of courses that were called for during our planning process.

## Annual Report Questions - Continued

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?

We had several successes with our focal groups. Firstly, the groups that we were able to have meet were very engaged and interested in making improvements. They then verified that we were focusing on real needs that they saw in our schools such as mental health, physical health and exercise, and peer interactions. The main challenges to our focus groups were getting student groups to meet since many of the actively engaged students just disappeared from our enrolment. Forming focus groups was difficult as many chose to keep attending from a distance, which allowed for less personal engagement and active participation. Staff were so devastated by the lack of attendance and enrolment that they were less willing to discuss plans and improvements. Many were depressed and lacked the desire to engage regarding how to make improvements. In the end, several focus groups were formed. These groups assisted us to see that we were working towards were the right things.

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?

What guided us in our choices and priorities of implementation was the number of students at our JH/HS who chose to diversify and increase our PE/ Health offerings at that school. The pleadings of students and staff for more counseling availability at both schools. These needs were overwhelmingly requested and chosen as a first priority by the staff and administration on the SIA committee. The decision to contract part time counseling and Behavioral Interventionist services was made due to the increase in cost and lack of availability of those two positions. In fact, we were lucky to be able to contract those services at all. The decision to delay implementation of the Elementary P.E. Teacher and program was one of necessity based on the ability of classroom teachers to continue to teach PE. We could use additional funding to hire full time counseling and Behaviorist positions but the availability of those trained staff is limited at this time.