

# Joseph SD 6 - 2219 - Annual Questions

Question	
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)
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)
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)
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)
5	URL of webpage where your annual report is posted:
6	Please attach a copy of the Board Minutes to this line using the paperclip icon to the left.

## Response

The increased SEL supports for students provided through SIA funding have been very important during a year where students and families have experienced many losses/frustrations due to Covid-19. During this year a prevention specialist was hired to focus on universal/tier one supports for all elementary students. The school contracted with juvenile probation to provide consistent SEL instruction in the elementary classrooms. The combination of this contract and the prevention specialist has shifted some responsibilities from the mental health counselor and has freed that person up to work with students in greater need. Curriculum and materials were ordered to create both a sensory room and to equip the counseling center. These combined efforts focused on SEL over time will help students regulate emotions and behavior; and thus make them more prepared to engage academically.

Finding qualified staff has been difficult. The district had originally planned to hire a school counselor and shifted to a prevention specialist due to a shortage of licensed school counselor applicants. The prevention specialist is working towards licensure.

Engagement looked different this year based on Covid restrictions. The district had to rely more upon surveys and electronic communication rather than in person meetings and conversations.

As the SIA budget had to be decreased and Covid restrictions limited in person trainings; the district focused its efforts more on the SEL goal and less on the differentiated learning goal. Enrichment opportunities focused more on students in CDL to supplement their online curriculum. The decision to focus more on the SEL goal was decided based on the increased social/emotional needs of students during the pandemic. A large focal group in Joseph is students experiencing poverty and it was believed that this focal group could be disproportionately impacted by the isolation created from Covid restrictions.

<https://www.josephcharter.org/>

see attached