



# Student Investment Account Annual Report

# Reflection 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?**

Although the district did not receive the original amount of SIA funding, the reduced amount received for the 2020-21 and 2021-22 school years has made a significant impact on the Neah-Kah-Nie School District. During the COVID 19 pandemic the initial prioritized positions (counselors and bilingual Hispanic family liaison) were instrumental in supporting our students and families. The counselors worked collaboratively to create many resources on the district's website in the Counselor's Corner. They facilitated Question, Persuade, Refer (QPR) training, a suicide awareness and response training, for all district employees, as well as created a district Suicide Prevention Plan. Now that students are fully onsite, these counselors have been providing much needed direct student supports and have been a support to our staff as well. Hiring a full time bilingual Hispanic family liaison increased the capacity of the district's English Language Development program to provide more direct support to students. It also proved to be a major asset for staff, students, and families in our ability to more easily connect with our Spanish speaking families both in writing and in person. We have experienced a much greater capacity to translate formal and informal information being sent home for students and to engage Spanish-speaking parents as partners in their child's education.

## Reflection 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)**

The district has experienced staff turnover in two of the three beginning SIA funded positions due to relocations during the COVID 19 pandemic. This has required some transition time for each to get oriented to the district and the position. We have not yet had any applicants for our bilingual family liaison position since August. Because of this we have had to shift back to accessing our off site interpreter/translator and utilizing interpretation devices to support oral and written communications with our Spanish speaking families and newcomers. Students were not 100% onsite until just recently this fall. Now that all students are onsite, we are able to work directly with all students of need to address their academic, attendance, and/or social emotional needs. It is important to be aware that COVID 19 protocols and cohorting have required an “all hands on deck” approach since all students have returned this fall. This, along with a shortage of substitutes and unfilled positions, has required staff to quickly shift away from their scheduled duties to support other needs.

## Reflection 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?**

The district engaged in stakeholder engagement activities in the fall of 2019. A total of 33 focus groups were conducted with 175 individuals and 960 surveys were received. Consultant Kate Pattison summarized this stakeholder feedback in the district's SIA Engagement Report published February 2020. The SIA Planning team, comprised of administrators, board member representatives, staff, and community partners, used this feedback and district data to determine priority goals and activities for the district's SIA Plan. Since this process during the 2019-20 school year, the district has been experiencing the COVID 19 pandemic. While additional engagement activities have not been conducted solely for the purpose of informing the SIA Plan, the pandemic has brought increased stakeholder input to the district. This has occurred through ongoing surveys, Zoom principal and superintendent meetings, and Zoom board meetings which have resulted in increased participation rates than prior to the pandemic. Information from the original SIA planning committee meetings, ongoing district data, ongoing stakeholder input, and 1:1 phone conversations with families of students in our migrant program have all continued to drive the district's planning. Now that students are back fully on campus and the district is starting year 2 of the SIA Plan, continued community stakeholder engagement activities will begin to be initiated.

## Reflection Question 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?**

During the first year we prioritized our counseling and bilingual Hispanic family liaison positions with the reduced SIA funding. The counseling needs at the secondary level were significant even pre-pandemic. As the high school enrollment increased, the mental health needs were also increasing and the need for both a guidance counselor and a counselor focusing on social emotional learning was apparent. This decision proved to be a very good one as the counseling needs have increased even more so through the pandemic. Prior to SIA we had a part-time ELD assistant. The need to increase this position to a full time position with a Spanish speaking staff was recognized after seeing the benefits of a part time Spanish speaking assistant the year prior. We were able to increase our capacity of translated documents and informal interpretation having this staff onsite. It allowed greater input from our Spanish-speaking stakeholders, a historically underrepresented voice in district decision making. With increased SIA funding this year, we have added the SIA planned positions of an additional pre-k teacher, additional pre-k assistant, secondary RTI literacy specialist, and MS/HS family resource coordinator. In just a very short time, these position have all made a big impact serving students and families in our district this fall. The district looks forward to reflecting on the contributions of these new positions through the 2021-22 progress reports.

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Superintendent Signature

Date