

# Enterprise SD 21 - 2221 - 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

Enterprise SD had two anticipated SIA outcomes. One, that students would develop the social, emotional and behavior skills needed to be successful learners and be prepared to participate in their own future and community. The second was that students would have access to well-rounded educational opportunities during their K-12 experience. Although some SIA activities had to be "down-sized" to adjust to the lower budget, progress was made in both of these areas. Providing more social emotional supports to students came out of community engagement as a high priority. Prior to budget reductions, the planned activity was to hire a full time prevention specialist K-6 and a counselor for 7-12. After budget reductions, the district contracted with juvenile probation to have Second Step (SEL) curriculum taught in the K-6 classrooms. For the entire school year, SEL curriculum was taught to every class in the K-6 building. Staff are now starting to see the students using similar language and skills taught in these lessons. At the high school level in lieu of hiring a full time counselor, a teacher was given one period per day to offer guidance supports to students. In the 2021-22 school year, the hope is to have the two full time positions hired. The SIA dollars were also used to address the second outcome with success. Initially, new positions were to be hired including .50 FTE in music, art and agriculture. After funds were reduced and with the fear of other budgets being decreased the district used SIA funds to ensure they could keep their current music and art positions for K-12 students. They were able to add a new junior high agriculture class. The SIA dollars allowed our students to not lose opportunities, contributing to their well rounded education.

Challenges and barriers this year were directly related to the reduction in SIA funds. With the reduction, we were not able to hire the positions we had originally planned to hire.

Community engagement looked different last year due to Covid-19 and in-person meeting restrictions. The district worked to utilize other events to get community feedback including bond meetings, board meetings, parent-teacher conferences, staff meetings and everyday conversations with students, staff and the community. Living in a small rural area, engagement with focal groups was done primarily in one on one situations or small group sessions, such as title meetings and one on one conversations such as at parent teacher conferences or IEP meetings.

Community engagement and feedback guided the decisions/efforts made during the first year of implementation. As decisions were made, the team wanted to honor the communities original input and ensure that focal groups needs were the priority. Once funds were reduced, the district scaled back with the intent to keep what they had in place during anticipated budget cuts. A significant portion of the funds went to keeping and/or offering new elective courses to maintain a well-rounded education. Social Emotional Learning was also a priority. Originally full time positions were to be hired, but in the scale back FTE was reduced. In the K-6 building SEL lessons were taught weekly in each classroom. This was possible based on a partnership/contract with the juvenile probation department.

[www.enterpriseschool.org](http://www.enterpriseschool.org)

See attached