

Riverdale SIA Annual Report 2021-22

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?

This past year, OSBA helped the district do an overhaul of all policies. This included new updates to the Every Student Belongs Policy. In alignment with this policy, our Director of Equity and Inclusion created a Bias Incident Fact Sheet and Bias Incident Reporting Form for staff in order to keep track of incidents and our process for investigating them. In responding to Bias Incidents, we have followed the steps outlined in the Bias Incident Response Guide from ODE and used restorative practices whenever possible.

In both school buildings, our Director of Equity and Inclusion has led professional development for staff around classroom practices. Staff have had an opportunity to reflect and set goals around specific inclusive practices of their choosing. Teachers have reported that such practices have helped them build community, elicit responses from a wider range of students, and helped students feel seen and like they belong in our schools.

At the grade school, staff began using Multi-Tiered Systems of Support (MTSS) to track data and provide more interventions for students. Our Literacy and Math Specialist and Behavior Support and Restorative Justice Coach have been crucial in supporting our struggling students to make academic and behavioral growth.

At the high school, Jory Mental Health practitioners have done Tier 1 teaching for all students about the topics of mental health, depression, and suicide prevention as required by ODE. They have been integral in providing one-on-one and small group support to students.

In the Spring of 2022, Riverdale High School was officially designated as a No Place for Hate School by the Anti-Defamation League. No Place for Hate is facilitated by the Director of Equity and Inclusion, Jory Mental Health staff, and a math teacher. It is a student leadership group focused on improving school culture and education about diversity and inclusion related topics.

These are just a few examples of ways that our culture is changing and improving as a result of SIA.

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?

Since this was our first full school year back in-person since Covid-19, we were able to implement our SIA goals with a great deal more success than in 2020-2021. It can still be a challenge to get community members in the building for events. We have found this harder than it was prior to Covid-19.

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.

Students, staff, and community members have been informed about and invited to participate in activities in alignment with SIA via our bi-weekly Equity and Inclusion Corner in our Riverdale School District Newsletter. The newsletter is distributed to all parties via email and is also posted on our district website.

In terms of focal groups, there are Affinity Groups for community members from historically marginalized populations. The current groups are: Caregivers of Students of Color, Caregivers of LBGQTQIA2S+ students, Caregivers of Students with Disabilities/Neurodiverse Students. Each group met twice during the 2021-2022 school year. There are also Affinity Groups for staff members from historically marginalized populations. Our current groups are: Staff of Color, LBGQTQIA2S+ Staff. Each group met bi-monthly. All of these affinity groups either have the Director of Equity and Inclusion present or serving as a liaison to support group needs and use input to determine future planning and programming.

The Director of Equity and Inclusion also assists with and connects with the following student groups: Gender & Sexualities Alliance (middle school and high school), Trans Student Union (high school), Multicultural Student Union (high school), and Jewish Student Union (high school).

When looking at the Community Engagement Toolkit provided by ODE, we are in between consult and involve. We have made big progress in the last year - at the start of 2021, we were in the inform stage and had plans around steps in the consult stage.

We continue to use the ODE Equity Lens to guide our decision making processes.

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?

We used data and state requirements to guide our priorities. This led us to focusing on a combination of professional development for staff, connection opportunities for students, staff, and community members, curriculum and academic guidance for students, and behavioral support.

One thing we recognized in our data at the high school is that we need more support for our Freshman students. There is a big academic jump entering 9th grade, especially for our students who went to middle school during Covid-19 online teaching. We have found that students need a course to help learn study skills and academic habits. We also found out via data that it is hard for students new to the district to build community with the returning students and visa versa. We feel that there is not enough time in the current schedule to build those moments for connection and relationship building. For these reasons and others, we are starting a Freshman Academy for the 2022-23 school year. It is a required first trimester course built around meeting the aforementioned needs that have arisen.

At the grade school, we are continuing to focus on Multi-Tiered Systems of Support (MTSS) data-based practices. We have purchased a new universal literacy assessment tool for use in the 2022-23 school year. Fidelity to data practices will help us ensure that all students are making growth and receiving the assistance they need.

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September 2022***