

Riverdale SIA Annual Report 2022-23

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?

OVERVIEW: This past year, under the coordination of the previous DEI coordinator through a grant with MESD, we arranged for a year-long equity training for 6 Riverdale staff, (3 admin including the superintendent, and 3 teacher/support staff) to form an equity team/council to support District equity work starting in the 23-24SY. The charter of this council is to co-facilitate/coordinate all equity-related district work. Additionally, in 22--23, the district laid the foundation for gaining approval for a 3-year equity professional development plan that provides both a short-term and long-term base for its equity and inclusion work. Implementation would start mid-23-24SY. The extended PD plan works with all constituent groups across the District, including teachers and IAs, students and Board members, volunteers, and coaching staff. It will also work on foundations such as implicit bias understanding, advocacy, and interventions for bullying and harassment. Activities like NO PLACE FOR HATE will continue. The District has also concluded 1.5 years of discussion (starting in the 23-24SY) to adopt a new pedagogical framework. In November 2023 the District will formally apply for IB (international baccalaureate) candidacy and pursue its 1.5-year journey to accreditation. All that is outlined above, has positioned the district into a more responsive and adaptive position in its SIA implementation as it correlates to expenditure.

JORY Mental Health Cooperative and our Restorative Justice and Behavior coach have been instrumental in continuing our progress towards meeting the mental and behavioral health needs of our students and creating a positive climate and culture for our schools. Students are indicating feeling more supported and represented within our schools through surveys. We have also seen a greater willingness to report concerns and work to resolve them. Through MTSS implementation, specifically at the GS, the district will be adding at least a .5 math interventionist to support those struggling the most. In 2022-23 RGS also began to utilize JORY services provided through SIA. In 2022-23 JORY offered support at RGS 1 day per week. In 2023-24 we are continuing and expanding the grade school JORY support, with plans to expand to 1.5 days per week. This support, along with the behavior support and restorative justice coach has had a positive effect on school climate. In 2022-23 the DEI director supported by SIA funds began a leadership class with middle school students to enhance their capacity for positive leadership in our schools. The DEI director also continued programs such as the Gender-Sexuality Alliance at RGS and professional development and student

education in areas of bias, equity, and inclusion, all of which have supported marginalized or underserved communities.

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?

The greatest challenge, however, one where we have made progress, is the communication and understanding of the need as outlined in the District's SIA proposal in efforts to prioritize funding and initiative. The District has made a concerted effort via Board meetings to clarify and emphasize SIA's importance. Throughout that process, we have seen considerable growth in community and board support for these programs.

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.

The District is looking to continue working with and soliciting input from its various affinity groups. In the absence of our DEI Director, recently vacated, the equity council with support from our contracted DEI provider will fill the gap and continue to grow the work. Throughout the year the District actively surveys its various constituents on the culture and climate of the District, and through direct support from its DEI contract through 2.5 days of equity and inclusion training, build advocacy and foundation within its student and staff ranks to carry the work forward. The district has also worked to streamline district communication this year to meet the needs of parents as expressed through a community survey last year. Newsletters are more clear and important dates and opportunities for feedback to the district are highlighted.

The high school continues to implement many measures to engage specifically with students to build their voice into decision-making. Through No Place For Hate, the student union, our student board member, and our weekly advisory period, students have a regular opportunity to be heard on topics pertaining to their education and the climate of the school. In the upcoming year, RHS is working to incorporate greater student voice by referring questions about student procedure and expectations to

advisory through our advisory leadership program and receiving feedback that will directly impact building-level decisions. Efforts such as the Gender-Sexuality Alliance and Leadership Class have offered an important voice to students at RGS in the climate and operations of the school.

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?

The largest realization is that any work supporting our most underserved cannot rely upon one position or person--much of the previous headway and progress hinged upon the efforts and endeavors of our DEI Director, from funding to prioritization of initiative and calibration of effort. Specifically, to impact the District's future efforts, it has formed a 6-person, cross-staff, equity team to spread the work and support for all SIA/DEI initiatives. The district also made an effort in the 2021-22 school year to use funding to directly support student-facing operations, and that continued into 2022-23. As such, we continue to provide support directly to students in our implementation of SIA, and we have found this to be successful. Another area that we learned about our students last year was that our LGBTQIA+ students continue to need greater support. As such, our efforts in the 2023-24 school year in outreach and support for these students with our district equity team, JORY, and other services will be stronger. Also, with our coordination of effort between RGS and RHS in the 2022-23 school year to provide education to students, build leadership capacity, increase student voice, and provide direct student support with JORY, DEI Director, and Behavioral and Restorative Justice at both campuses, we are building consistency from one grade level to the next in programming. With that consistency and coordination, student support and responsiveness to needs continue to grow in both buildings. Coordination and alignment of services will continue to be a focus in the upcoming year.