

Grants Pass School District
SIA 22-23 Annual Review Questions

Question	Answer
<p>What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>One of the most observable changes in practice is our collective support for students struggling with behavior skill deficits. Staff are able to be more proactive instead of always reacting to disruptive behavior. Functional Behavior Assessments are being completed, behavior support plans are being implemented, skills training provided , outside resources connected with - all with the guidance and facilitation from staff paid for from SIA (Behavior Intervention Specialists, Social Emotional Counselors, Skills Trainers, Educational Assistants, Stepping Stones staff). When students are able to stay in class, attend and participate, they are able to access instruction and learning increases.</p> <p>Our work around equity is bringing about strong changes and benefits to our community. We developed our own Equity Lens tool. The formation of an Equity Team consisting of members from the school board and general community as well as our TIDE group (Team Inclusion, Diversity, and Equity.) The Equity Team meets frequently to discuss equitable access for focus groups including Hispanic, Houseless, and Special Education populations.</p>
<p>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?</p>	<p>The largest barrier or challenge to SIA implementation has been the ability to recruit and retain employees for the budgeted positions. Many positions were posted for several weeks or even months before a candidate could be found. In addition, the turnaround time for the required background checks to be completed contributed to the delay in services being provided.</p> <p>Another challenge is the amount of time it took to write the Integrated Plan while still working on fully implementing the SIA plan. It was a big lift for medium to small districts. In a district our size, there are a few district staff to support all of the application and reporting requirements. One person is the lead for overseeing the writing and implementing of both plans for the entire district. That person must live in both worlds, and it is extremely demanding. Tracking reporting requirements, timelines and deadlines, gathering community engagement and communication opportunities, and application submission processes for both plans is a huge undertaking along with the day to day duties of keeping schools running.</p>

<p>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 and where your efforts might land on the spectrum as you complete your response.</p>	<p>In the 2022-23 school year, we worked strategically to re-engage our community. As the impacts of the pandemic continue to be felt, mental and behavioral health became an even greater need as evidenced by conversations with parents and the community as well as through staff observations and student data. In the spring of 2022, we used the Youth Truth survey with all 3rd - 12th grade students, families, and our staff. This was the first time for elementary students to complete the survey. A big theme that was present in the survey was our youth's sense of belonging. As a district, we were below the national and state averages. Students reported feeling disconnected even though we were in person. From the family surveys at all levels, engagement was rated below the 25th percentile. Our key focal groups were connected through personal phone calls and surveys. Our students with disabilities and their families, our homeless students, and our students with a second language communicated a need for more connectedness and attention to their emotional and behavioral needs. All of this data and information helped us to plan for the 22/23 school year. Based on this data, we made a concerted effort to improve communication and feedback with our students. One creative way the district was able to elicit student responses in underrepresented groups was by using trusted adults such as club leaders or special education teachers to facilitate surveys specific to their needs. By using these trusted adults, the results of deep discussions of barriers and supports were able to be shared with the SIA team.</p>
<p>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?</p>	<p>Several things stand out from our choices and prioritization efforts from our year with SIA implementation. We prioritized student emotional and behavior support as our top priority and that was absolutely the correct priority. We provided Behavior Intervention Specialists and specified behavior intervention classrooms at the elementary level, social emotional counseling at the middle school level, and we purchased SEL support for our high school students. Based on the continued need and the level of student need, behavior and emotional support remains our top priority. In the development of our Integrated Programs Plan, the community engagement and data analysis elevated the fact that all of the activities being implemented in the 2022-23 school year were still priorities moving forward. In addressing our mental health needs, the data supported keeping everything we did last year because of the tremendous impact it had on our students, staff, and families.</p> <p>A critical area of equity is opening access for all students in health care.</p>

	<p>With the hiring of two nurses, significant benefits were available to families and students. Using a blend of ESSER and SIA funding we hired a 3rd nurse specifically to handle medically fragile students who attend a Life Skills Classroom. What a difference it has made to hire an additional nurse to help with our significantly health-impacted students and medical conditions. With the combined training of our nurses, their communication, and level of care our front-line staff have had more support and our students more care. We realize how important it is for all the schools to benefit from more medical expertise.</p>
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