

Background: The Student Success Act includes almost \$500 million to enhance the State School fund, through the Student Investment Account (SIA). The two stated purposes of the SIA are a) meeting students' mental or behavioral health needs, and b) increasing academic achievement for all students, including reducing academic disparities for traditionally underserved students.

For Redmond School District, SIA funding was prioritized for:

- Mental Health Resources via 1) school-based BRYT programs, 2) district level StepUP program, 3) additional counseling staff.
- Resources to lower class sizes at the K and 1st grade levels.
- Resources to support AVID programming at the secondary level.
- Resources to support community outreach and collaboration, and ongoing facilitation of Latinx community partnerships.

Annual Report Questions

<p>1. 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>Our biggest investment in the use of SIA funds has been in support of our first Strategy: <i>Ensure Safe, Healthy, and Thriving Students</i>. This has proven even more significant than we had originally imagined in the initial development of our SIA plan in 2019 when we did not yet know about the significant and rising need for mental-behavioral health supports that would result from the impact of a worldwide pandemic. We feel fortunate to have initialized these additional supports during the past two years.</p> <p>The addition of the BRYT program supports in all schools, K-12 has not only provided direct supports for students who experience significant mental-behavioral health challenges, but indirectly, it has also had the effect of evolving our continuum of supports offered at each school through an MTSS structure (core + more + more). Through thoughtful development of systems and tools (e.g. our District Wide Student Support Needs Assessment and the newly restructured Student Social Emotional Advocacy Team meeting structure) in addition to some carefully supported systems improvement work, we are both aligning practices and at the same time identifying barriers in our system that stand in the way of students access to needed supports.</p> <p>In support of our fourth Strategy: <i>Build, Maintain and Restore Trusting Partnerships</i> we have focused and streamlined our Community Liaison supports to provide more comprehensive service to the families at each school site. We have engaged in more strategic listening with our Latinx families to help inform and shape our responsive actions. As part of that response, we have increased our Community Liaison support by adding a full time liaison to our Dual Language K-5 school. We have also added an instructional coach position to support secondary teachers in service of our Spanish speaking newcomer population which is growing. Additionally we have shifted to one district communication platform (Parent Square) which provides a built-in system for translation. We are also exploring ideas for</p>
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	<p>how to provide improved translation and interpretation services for our Spanish speaking families.</p> <p>Our second Strategy: <i>Expand High Quality Teaching and Learning</i>, includes an investment in keeping lower class sizes in our Kindergarten and 1st grade classrooms. This investment pairs with our intention toward a strategic multi-year focus on improving early literacy (foundational skills) outcomes for our early learners. This work has been underway in K and 1st grade and we have planned for a full K-5 launch next year of professional development and explicit instructional routines informed by research and data, associated with the Science of Reading.</p>
<p>2. 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>As mentioned in question #1, adding additional mental-behavioral health supports revealed a larger and more crucial opportunity to examine, expose and address our tiered systems of support for students in all of our schools. This continuous improvement work will require sustained effort and attention over time as we seek to address unintended barriers in our system of behavioral-mental health supports. Some of the issues that have been enlightened in this work include:</p> <ul style="list-style-type: none"> - Addressing system redundancies and inefficiencies in intervention supports (decision-making, identification, implementation, progress monitoring, communication) - Addressing more focused and comprehensive support for strengthening tier 1 (core) practices in both the academic and mental-behavioral health arenas, including in-classroom supports. <p>Another challenge we are experiencing, is a dramatic increase in severity of mental-behavioral health needs for some of our students. With the addition of BRYT programming in our school settings, we have recalibrated the continuum of supports to transition StepUP program supports for tier 3++ needs. With limited access to residential supports, both in our region and statewide, we are having to figure out how best to support this level of need. Some of the barriers associated with this include:</p> <ul style="list-style-type: none"> - Hiring and retention of staff supporting our highly impacted students - Training for staff (sub shortages, job-embedded time for training) - Staff safety <p>Adjustments to our SIA Plan: We are working creatively to figure out a way to support our staff who work with our highest-need populations. We have established daily “huddle” times for critical communication and problem solving. We are carving out training time for staff through our early release schedule and paying extra-time pay for part time staff to attend. We are re-working daily schedules to provide time during the school day for training sessions. To address our hiring issue, we continue to examine how we might realign our current staffing to provide more strategic support.</p>
<p>3. 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</p>	<p>Our district engagement practices have been mostly in the Inform and Consult levels, with some stretches into the Involve and Collaborate levels. As we planned for community engagement as part of the development of our Integrated Guidance plan (for 2023-25) we attempted to bring more balance of engagement practices with the purposeful planning and implementation of affinity group sessions. The information we gathered from these affinity group sessions and other engagement practices continues to support our planning. Some highlights take-aways include:</p>

<p>this academic year? Consider the <u>Community Engagement Toolkit</u> and where your efforts might land on the spectrum as you complete your response.</p>	<ul style="list-style-type: none"> - Improve our proactive communication with families about student progress, including addressing unique barriers for our Spanish-speaking families (we continue to improve our support for scheduling and interpretation in parent conferences for our Spanish-speaking families...this is an on-going work in progress). - Address improvements to school culture with more purposeful community building among students, staff and families...with specific focus on respect among students (for this strategy we have employed follow up student listening sessions to elevate student voice in their experience of respect and rapport...this practice has yielded actionable information that has been used in schoolwide improvement planning). - Continue to improve well-rounded learning opportunities (CTE and music at the elementary level, and expanded elective offerings). <p>Community Liaisons: Our community liaisons are a vital part of our ongoing engagement with our Latinx families. We continue to be more purposeful and strategic in how we are making best use of their talents to support community engagement efforts.</p>
<p>4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you learned this year impact future SIA implementation efforts?</p>	<p>As referenced throughout our responses to these reflection questions, RSD has prioritized SIA funding to address the behavioral and mental health needs of our students. The approach to support students through a robust multi-tiered lens is research-based and best practice. The SIA implementation has focused our efforts on assessing current practices and redesigning systems of support that are calibrated district-wide. Our learning this year has provided us with the runway to pilot a new collaborative meeting structure and behavioral needs assessment tool for the district K-12. The structure and tool are already being implemented district-wide in the 2023-24 school year. Additionally, as we have stepped into this work more deeply, learning from both the process and voices of our community, we continue to expose opportunities to retool our student support systems...this will continue to be an on-going priority in the SIA planning for the future.</p> <p>Further, we will continue to prioritize the use of SIA funds to support well-rounded educational opportunities. We are pleased with added supports for:</p> <ul style="list-style-type: none"> - Our adaptive P.E. program - Enrichment Programs and Artist-in-Residency Programs - Supporting the updating and diversifying of our library collections - Supporting the consistent use of research-based instructional practices (e.g. AVID, Science of Reading approaches and high quality assessments at the high school level).