

Three Rivers School District

Student Investment Account

Annual Report (2021-2022)

Submitted November 2022

TRSD Summary of funds spent in 2021-2022

- Staff to support students (Autism Consultant, Nurses, CNAs, Special Education teacher, campus monitor)
- Mental Health Specialist for elementary schools - 4 FTE
- Elementary School Electives - 5.5 FTE
- Middle School Electives - 5 FTE
- High School Electives - 3 FTE
- Reduce Barriers (elimination of library fines, elimination of lunch fees, reduced cost for athletics/activities)

1) 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?

In reflecting on the impact of our SIA funds for 2021-2022 school year, two areas emerge as a high priority. First, we saw a significant impact on student engagement by providing a well-rounded education for our K-12 students. Second, we saw a high impact on student wellness by providing mental health support for students and families at the elementary level. At each of our seven elementary schools, we used SIA funds to provide art, PE, or music. Parents shared that their children were more excited about coming to school knowing that they had one of those classes. Staff also reported a higher sense of morale knowing that their students had more educational opportunities. In addition, during the time that students were in their electives, teacher planning time was increased by an average of 45 minutes each week. That time enabled teachers to collaborate with colleagues and to plan for more effective instruction. Finally, in stakeholder surveys and listening sessions, parents and community members identified electives as a high priority for SIA funding. In staff surveys, it was reported that teachers had asked for those positions to be added at each elementary school and reported that they “felt heard” when it happened, increasing overall morale. At our middle schools, we added 4.0 FTE to create a middle school elective program where students could take manufacturing, art, PE, or band. At the high school we added two CTE programs: Health Occupations, in partnership with Asante Health Care, and

Agriculture. Student survey data show that both programs have a high interest level among our high school students.

A second goal area where we saw a significant impact was in providing a mental health specialist at each elementary school, twice a week. Because we are on a 4-day week, that equates to a .5 FTE at each school. The mental health specialist collaborated with the principal at each school to prioritize student needs. Altogether, this new mental health team received 142 student referrals for services, 4 students were successfully referred for day-treatment services, and collectively they had 1,221 hours of direct contact with students and families. Parent listening sessions reinforced the need to continue and expand support.

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?

Since a large percentage of our SIA funds were allocated to hiring personnel, our biggest barrier was being able to hire qualified staff. For example, we couldn't find enough qualified applicants to fill all of our PE and music positions. When we did fill all of our positions, we faced another barrier, retention. Of the six elementary elective and PE staff that we hired, four resigned. In exit interviews, they reported that life changes had forced them to leave the district (i.e., retirement, relocating to another state, illness, etc.). Once a PE or music teacher left, we weren't able to find the exact replacement for all schools affected. To adapt, we let the applicants determine the elective offerings. That is, our priority was music and PE, but we ended up hiring teachers for art because those were the strengths of the applicants. As a result, we were able to keep the elementary electives available for the full school year.

Another barrier was that our student and family mental health needs exceed our available funds and our ability to find enough providers. When we found community providers, it would often take 8 weeks for the intake to occur when a child or family needed support more immediately. To adapt, we are looking to braid other funds to hire more mental health care providers, thus, expanding the number of students that the district can serve.

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 this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the spectrum as you complete your response.

We believe that one of the areas we've made significant progress is in our stakeholder engagement. In 2021-2022, we held listening sessions for parents and staff at several schools. At one of the high schools, our superintendent and school board also attended. Some of the prompts we used include, "What are you proud of?" and "How can we better support you?" These prompts guided the listening session. Overwhelmingly, attendees cited CTE programs/electives and mental health support as two of the highest priorities. We also intentionally improved our engagement with TRSD students. When we sent them an email asking pertinent questions about their school offerings and priorities, 279 students provided us with feedback. This was an increase from the previous school year. We also received kudos for the relationship building work we've done with our ELL parents. Those parents especially appreciated the personal texts from staff and the district regarding upcoming district events/information.

Finally, when we look at one of the matrices in the ODE Community Engagement Toolkit, we see ourselves fluctuating between a "3" and a "4" (Consult and Involve; page 10). This year, we will continue to use the Toolkit to reflect on and improve our community engagement efforts.

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've learned this year impact future SIA implementation efforts?

Based on stakeholder feedback, we believe that creating a well-rounded education and providing mental health support are significantly impacting student and teacher success and are the top priority for a majority of stakeholders. Because those two areas stand out, we will continue to offer and develop "well-rounded" opportunities for students in the 2022-2023 school year. If we build our elective program on the skills of the applicants, we have a better chance of filling these positions. We also learned that mental health support is also a high priority and that we have to find creative ways to expand those services. For example, we may need to explore hiring additional mental health staff to meet the needs of secondary students.

We learned that an ongoing stakeholder engagement process helps to inform district actions and practices and builds better relationships between the

community and the district. We also plan to use the ODE Community Engagement tool to evaluate our efforts. Our town halls, which were geared toward the community (i.e., non-parents) had a very low turnout. We will have to find other ways to engage that population.

Finally, we were thankful that we had the funds to eliminate student fines for lost or overdue books and also waive lunch fee debt. For the 2022-2023 school year, we will need to problem solve how to keep students from falling into debt, again. We also want to continue to offer a “reduced fee” for after-school activity programs.