

Three Rivers School District

Student Investment Account

Annual Report (2022-2023)

Submitted November 2023

TRSD Summary of funds spent in 2022-2023

- Staff to support students (Autism Consultant, Nurses, CNAs, Special Education teacher, Campus Monitor) - 6 FTE
- Mental Health Specialist for TRSD schools - 5 FTE
- Elementary School Electives - 5.56 FTE
- Middle School Electives - 5 FTE
- High School Electives - 1.4 FTE
- Reduce Barriers (reduced cost for athletics/activities, transportation for summer school)

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?

THREE RIVERS SCHOOL DISTRICT - In reflecting on the impact of our SIA funds for 2022-2023 school year, two areas emerged as a high priority. One area was the development of a very detailed plan for stakeholder engagement that we solidified in the Spring 2023 and are replicating in the Fall 2023. This plan included more opportunities for student voice and additional opportunities to go into the high schools and talk with the various student clubs. These listening sessions were focused on gathering information on how students were thriving and listening to their ideas and concerns. We included additional opportunities for two-way in person communication with the Superintendent as these opportunities were well received during the 2022-2023 school year. Our engagement practices were intentional and are embedded in our district culture moving forward due to the collective success. From the input and data, there was affirmation that our goals and outcomes are needed because we have had such a rich engagement process with our community and stakeholders.

Due to the level of qualitative as well as quantitative data our district has gathered over the year, we know we are spending our money on what our stakeholders desire. The overall FTE and services we provided to students for their mental and physical well-being increased, and we will continue to add more in the 2023-24 school year. Students are safer being at school now. With

the increase in staff, the district was able to ensure medical protocols are being followed more closely, and our nurses and CNAs are delivering the required training. Our mental health team was connected sevenfold over the previous year with our mental health organization in Southern Oregon to provide risk and threat assessments. The biggest piece to highlight is that we have avoided six major catastrophes that could have happened in our schools because of our mental health team. The mental health staff were able to identify the signs of a possible mental health crisis, connect with the students and families to get the help they needed, and identify community resources to build wrap-around support moving forward. By developing these systems, we were able to identify and connect because of trusting relationships.

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?

THREE RIVERS SCHOOL DISTRICT - Staffing shortages in the areas of Music and Physical Education made it difficult to fully implement our SIA plan. What the district had initially planned was not possible to fully implement, so we had to adjust. We wanted one PE teacher in every elementary building, but the district was not able to find enough PE teachers for all elementary buildings. We could only find four, so we had two schools where classroom teachers have to teach Physical Education. In an effort to offset the inability to hire enough Physical Education teachers, the other elementary schools receive music/art instruction by hiring additional teachers.

Another challenge is the amount of time it took to write the Integrated Plan while still working on fully implementing the SIA plan and application for Early Literacy Grant. It was a big lift for medium to small districts and in a district our size, there is one employee that is the lead of writing and implementing all 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.

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.

THREE RIVERS SCHOOL DISTRICT - We believe that one of the areas we have made significant progress is in our stakeholder engagement. In 2022-2023, we held listening sessions for parents and staff at several schools to ensure our focal groups' voices were heard and their input elevated. We are committed to connecting, listening, and changing our practices in response to what those groups have said. The number of our listening sessions increased from the previous school year. During 2022-2023, we started 'Coffee with the Superintendent' as a strategy to increase opportunities to hear from our community and families. We wanted to involve more stakeholders in conversations that will affect positive change in the district. At each school, student representatives along with administration performed walkthroughs of the entrance and hallways to identify what makes for a welcoming environment for families. Some families appreciate meeting somewhere other than on campus for listening sessions and we honored that. We encouraged feedback so we can provide the best possible educational experience. As was mentioned above, our district has thoughtfully and purposefully designed and implemented a very detailed plan for stakeholder engagement that we solidified in the Spring 2023 and are replicating in the Fall 2023. This will ensure our relationships with our families, staff, and community will continue to grow and flourish over the coming years.

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". 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?

THREE RIVERS SCHOOL DISTRICT - 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 2023-2024 school year. 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 will need to explore hiring additional mental health staff to meet continued growing needs of our 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.