

Rogue River School District

Items funded through SIA:

Attendance/Campus Liaison	Behavior specialist
Two mental health counselors	Elective teacher at RRJSHS
Professional development (behavior trainings)	Community engagement
Instructional Assistants at each school	Grant coordination
4th kinder teacher	New: temporary IA support at RRES
PE teacher at RRES	

Reporting Questions:

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?

Behavior has been a district-wide focus for quite some time. The whole staff was trained in Crisis Prevention and Intervention (CPI). CPI training is also part of our new teacher inservice every August. We have seen a marked reduction in the removal of students from the classroom, so academic learning time isn't lost. Hiring two counselors has allowed the administrators in each building to have support when addressing mental health needs. The counseling support allows building administration to focus on academic growth through improved instructional practices. Please see school specific observations below:

SVA: Having counselors on campus has helped with student's mental health. We have observed multiple students taking advantage of their presence. Our Instructional Assistant is able to provide invaluable assistance to all of our students and teachers as well.

RRES: The PE teacher has played a vital role in helping develop and support playground games with consistent rules and expectations. This has helped the recess culture tremendously. Students are excited to play games and engage in healthy constructive play. We have seen a reduction in playground drama because kids are finding great ways to engage. The behavior specialist provides a constant presence of support in helping de-escalate students and has implemented systems that are preventative. She currently runs four different student groups targeting specific social/emotional skills including self-regulation in addition to 1:1 sessions when needed. Extra instructional assistant support has allowed for additional academic support in the classroom to target lagging skills as well as additional behavior support and supervision during unstructured time.

RRJSHS: Crisis prevention training has equipped staff with tools to help students de-escalate and remain in their classes a greater percentage of the time they are on campus. Discipline referrals that resulted in loss of class time are down 15%. Mental health counseling has been vital to the ongoing support of students' emotional and mental health with the purpose of persisting in classes in spite of the emotional and mental challenges they are facing. Expanded career focused electives have increased student productivity in their progress toward graduation. The Rogue River Small Business Academy is one such program that involves students in hands-on career centered work. Students have

earned 40% -50 % more credits than they were earning prior to participation in the program. As part of the program, our students interact with the community through partnerships such as the Kiwanis Club building project, Jackson County Fire and the wild-land fire fuels abatement project.

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?

Staffing has been a bit challenging; Instructional Assistants have been hard to find (for both open positions and substitute positions). There has been an increase in the need to support the mental health of our students due to lack of outside resources available in the valley and across the state. This has resulted in various behaviors surfacing and forcing us to address things in so many different and unique ways. An adjustment we made for mental and behavioral health was in realizing that CPI was not enough. We added Wayfinder, PAX, and Avid to add progressive tiers of support.

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?

During various school activities, SIA information is provided and parents and community members can offer feedback. Each school sends out newsletters with information to keep parents up to date. Our family engagement work with Scholastic laid the foundation for building better communication and deepening our relationships with parents. We started the idea of a district-wide family engagement committee and hope to expand and define this committee throughout the 23/24 school year. Please see school specific observations below:

SVA: We are creating more engagement opportunities with our school community. We are planning parent involvement nights such as “Edgenuity Education Nights”. We will host opportunities for students and parents to come in and take advantage of our MakerSpace equipment. There are plans for Community Events (Winter Fair, Spring Fling, etc) in the works as well.

RRES: We have continued to place an intentional focus on how we can better engage our campus. One team that we have created is our family committee team. This has allowed, through family involvement and support, us to put on more events for our community to take part in. We are looking for ways to not only bring families on campus, but to also find more meaningful interactions (ex: workshops to provide families with different skills they can use to teach their kids at home).

RRJSHS: Our community partnerships have been showcased throughout the community such as the Kiwanis See’s Candy trailer build. It was displayed in the downtown parade and at our open house. Community members have been very affirming of the students doing this work and applauded our efforts. We have reached out to families through events to get input as well as share information. We have facilitated parent learning activities so they can interact with our new “parent connect” software program.

2022/2023 SIA Annual Report

Present to board November 2023



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?

A team consisting of teachers, students, parents, and community members established our SIA plan. What stands out for us is the commitment to safety and student learning. All items funded through SIA support the board's goals for student achievement by focusing on student character and well-being, creating an outstanding environment, fostering communication, and being mindful of our pride & image. We have learned to place more efforts on re-building our family outreach opportunities and to continue to focus on what opportunities we can bring to the Rogue River School District for every student to find success.

Budget

	<u>22/23 budget</u>	<u>22/23 spent</u>
Allocation	\$778,260.50	\$778,260.50
Grant administration	\$19,300.00	\$19,818.00
Professional development(behavior)	\$23,305.50	\$22,155.50
Elective teacher for RRJSHS	\$77,355.00	\$77,355.00
Full-time IA at RRJSHS	\$45,000.00	\$45,075.00
Fourth kindergarten teacher	\$82,370.00	\$82,370.00
Behavior Specialist for RRES	\$89,500.00	\$92,006.00
Attendance/Campus Liaison	\$67,000.00	\$67,510.00
Increase kindergarten IA to full-time	\$15,335.00	\$15,361.00
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PE teacher for RRES	\$102,725.00	\$105,062.00
Full-time IA at RRES	\$34,570.00	\$35,679.00
Part-time IA for SVA	\$31,465.00	\$31,465.00
Mental Health Counselors	\$165,000.00	\$165,000.00
Community Engagement	\$3,000.00	\$853.00
Art support at RRES and SVA	\$5,000.00	\$0.00
NEW Temporary IA for September	\$2,000.00	\$3,190.00