

Section 1 ESSER III Plan

Empowering, Adaptable Instruction:

For students to experience empowering curriculum that is motivating, appropriately-challenging, and that honors their identity and lived experience, districts and schools need a high-quality, culturally relevant curriculum, time and expertise for teachers to collaborate and check-in on student learning, and support that is differentiated and adjustable to meet students' strengths and needs. (Possible examples: Implementing or deepening authentic, culturally-responsive learning; assessing quality of current instructional materials and Investing in high-quality instructional materials from the adopted materials list or independent adoption that meets state criteria and providing high-quality professional learning for teachers on implementation, investing in formative assessment practices, providing sufficient time for both content-focused collaboration and planning as well as student-focused collaboration, providing instructional coaching and resources, providing career connect learning (CTE).)

Empowering, Adaptable Instruction: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

We have created our schedules so that students in the schools will receive all the instructional time that is necessary. For all the students who have chosen to do on-line, we will document our instruction to make sure we are meeting the requirements. We will provide academic support after school both in person and using virtual platforms. The staff have not had access to an area that is a retreat from the classroom. A staff room upgrade will help give an area to decompress and process their experiences. Student desks are mixed-type tops. There are multiple desks that have slanted tops and Chromebooks do not function well. Replacing the desks will decrease student anxiety of damaging technology they are entrusted with. There are students that will choose to remain in a virtual platform. The hiring of on-line teacher will give them access to the curriculum, activities and supports provided. The on-line call center gives access to both on-line and on-site learners.

Empowering, Adaptable Instruction: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

The district will see an increase in the engagement in school through higher attendance rates, higher quarter and semester grade marks, and decrease behavioral referrals.

Time & Attention:

For students to engage in learning that meets their strengths and distinct needs, districts and schools need to explore new ways to expand and vary the time and

individualized attention they receive inside and outside of school hours. (Possible examples: Providing focused, high-dosage tutoring, peer tutoring, extended school day, enrichment programs, summer academic and enrichment, planning for post-secondary and career, developing work-based learning programs.)

Time & Attention: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

We have a mental health first aid training for staff at the beginning of the year. That training will transition to activities for students in the classroom every week at a prescribed time. There will be a first day of school celebration to help students connect back to school and see that our culture has become more inclusive.

We will provide academic support after school both in person and using virtual platforms.

Time & Attention: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

Number of student's access to the mental health specialist
Number of students involved in the after school and call center
Engagement specialist contacts
Activities participant list
List of target subgroups who participated in the offerings

Conditions for Teachers:

For students to experience engaging, high-quality instruction in a supportive environment, districts and schools need to prioritize ways to make teaching jobs and roles more rewarding, collaborative, and sustainable while also tending to teacher mental health and well-being. (Possible examples: providing mentors and/or at least one team member that has an instructional content expert to help with planning, providing stipends and/or release time for selected teacher leadership roles, investing in wellness supports, providing highly effective teachers with opportunities to share their strengths and expand their impact).

Conditions for Teachers: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

We have a mental health first aid training for staff at the beginning of the year. The staff have not had access to an area that is a retreat from the classroom. A staff room upgrade will help give an area to decompress and process their experiences. Provide additional funding for staff when dealing with COVID.

Conditions for Teachers: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

Staff climate survey

Create office hours and monitor participation numbers

Relationships & Mental Health Support:

For students to feel safe, welcome and supported in school, districts and schools need to develop structures and enact policies and practices that cultivate positive, supportive relationships, and provide for staff and student mental and emotional health needs. (Possible examples: create time and space in the school day for relationship building, provide opportunities for staff and students to make meaning of their experience through creative outlets [art, music, writing, movement etc.], regularly engage with staff, students and families to assess their relational and emotional support needs, and build robust relationships with linguistically and culturally responsive community health and mental health providers and local systems of care.)

Relationships & Mental Health Support: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

We have hired one behavior interventionist that will be at the elementary. We are working on contract services with our local mental health agency for services at the high school.

Relationships & Mental Health Support: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

Our target is to work on the mental health of students and staff. We have hired an engagement specialist to work with parents to connect them and their student to the school. That person started July 1 and has already made contact with parents of students who were not part of our school community last year.

Number of targeted subgroup students contacted

Family & Community Partnerships:

To increase academic, health, mental health and emotional support for students, districts and schools need to engage families as partners and leverage the local community and its system of care to provide integrated, wrap-around services and

supports. (Possible examples: Implementing or deepening community- based organization's support to provide authentic, culturally-responsive academic enrichment and learning supports, strengthening connections with local systems of care, communicating in home languages, culturally-specific liaisons, business and college partnerships.)

Family & Community Partnerships: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

We are starting the year with a barbecue which will bring together parents and students. We will implement various activities within our school throughout the year to keep students connected to school. There will be a first day of school celebration to help students connect back to school and see that our culture has become more inclusive.

Family & Community Partnerships: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

The barbecue has been a tradition prior to COVID. We have added a lot of activities to our event in hope we can decrease the anxiety for students that are returning to school. The number of students participating in the first day activities
The number of participants at the barbecue event.

Other prioritized strategies

Please indicate if you have other prioritized strategies that do not fall into one of the above strategies.

Please indicate the other strategy or strategies the district has prioritized <500 words

The physical building addressing ventilation.
Desk for the classroom to help facilitate Chromebook use
Chromebooks to create an equitable environment for all students

Other Interventions: List specific evidence-based interventions

List specific evidence-based intervention(s) within this strategy. (<200 words)

Creating a physical environment that protects students has no evidence base behind it. It is simply a necessity.

Other Interventions: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?

Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)

All students will have access to Chromebooks and good ventilation.

Section 2. District Community Engagement to Inform Use of ESSER III Funds

Self-Certification: In review of meeting ESSER III planning requirements, District acknowledges:

Did you submit SIA plan and update?* **Yes**

Community engagement to inform use of ESSER III funds*

The Oregon ESSER III State Plan asserts that districts already met most of the requirements for community engagement as a result of the SIA requirements. What student needs have you identified from the SIA process or other related community engagement efforts (e.g., RSSL, strategic planning) that you are prioritizing for ESSER III investments? Please include student needs for those most impacted by the COVID-19 pandemic. (<500 words).

June 9 board meeting-public input session regarding schools
August 3 special board meeting addressing district plan for 2021-22
Community input from individual sharing thoughts.

Engagement with migrant students and families

As migrant students were not formally part of the SIA focal student engagement requirements, additional information is federally required to support meaningful engagement in the use of ESSER III funds.

How many migrant students are enrolled in your district and served through your district or through the ESD for the 2021-2022 school year?

Please enter a numerical value only. Please leave blank if you have no migrant students enrolled in your district and served through the district or the ESD.

We do not have any migrant students

Engagement with Incarcerated Youth

As students who are incarcerated were not formally part of the SIA focal student engagement requirements, additional information is required to ensure meaningful engagement.

Have you engaged with incarcerated youth over the past 18 months in relation to your SIA plan or any other process (e.g.. RSSL, strategic planning, and/or return to in-person learning)? **No**

Please indicate if engagement is happening through other organizations, and if so, which ones. Please check all that apply. **None**

Please describe how the engagement is informing the district's ESSER III investments (<200 words)*

We do not have any incarcerated youth or youth that returned

Do you have a way to identify students returning from incarceration?* **yes**

Do you have targeted services or consistent protocols (even if rarely used) to support their return to school? **Yes**

Please briefly describe your services to support their return to school. (<200 words)*

Student though our juvenile pronation would make contact with us to let us know that there will be a student reentering the school. We would support the student in class selection and acclimation back to school to best meet their academic and social needs.

Section 3: ESSER III Integrated Planning Tool and District Plan

There are two required pieces to this section:

1) Please upload the completed ESSER III Integrated Planning Tool in section 5 below. See the ESSER III District Plan Guide for more information about the tool.

2) Please upload the publicly available link to your ESSER III District Plan. (Note, the Integrated Planning Tool can act as your plan template.)

Upload any other supporting documents in Section 5 below.

Publicly available link to your ESSER III District Plan*

You must provide a publicly available link

<https://content.myconnectsuite.com/api/documents/d6bed3f0d5fa42e1921d564ff7e54a7b.pdf>

Section 4: Safe Return to In-Person Instruction and Continuity of Services Plan

Each district must complete and submit a Safe Return to In-Person Instruction and Continuity of Services Plan to ODE by August 27, 2021.

This Section has moved.

To submit your ESSER III Safe Return & Continuity of Services Plan please use this form:
<https://app.smartsheet.com/b/form/ae2decb46f944735939251c51746ae0f>