

We recommend completing ESSER III requirements in the following order:

- 1) Your **Safe Return to In-Person Instruction and Continuity of Services Plan**
****Now due August 27th – per 8/5 email.**
 - a. Download [here](#) (full links at end of document).
 - b. Submit here: [Smartsheet #2 link](#): See certifications below so you know what to expect when you submit.
- 2) ESSER III Integrated Planning Tool – Red Outcomes, Strategies, and Activities Tab
****Now due October 20th – per 8/5 email**
 - a. You will likely need your budget manager for the activities portion.
- 3) This template
 - a. You will likely want to reference your SIA Engagement identified needs.
 - b. When finished, input through [Smartsheet Form #1](#).

1) ESSER III District Plan & Continuity of Services Plan (due August 27, 2021)

You will need the URL where your district plan will be publicly accessible. Additionally, below are the certifications/assurances you will need to sign for in the development of your plan.

URL:

Certifications

Each district is required to certify the following:

- The District certifies that it will make its Safe Return to In-Person Instruction and Continuity of Services plan publicly available on the district website.*
- Before making its plan publicly available, the District certifies that it will seek public comment on the plan and take such comments into account in the development of the plan.*
- During the performance period of the ARP ESSER award, the District certifies that it will regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reporting schools) review, and as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan.*
- The District certifies that it will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.*

- If at the time the District revises its plan the CDC has updated its guidance on reopening schools, the District certifies that it will address in its revised plan the extent to which the District has adopted policies, and describe any such policies for each of the updated safety recommendations.*
- The District certifies that its Safe Return to In-person Instruction and Continuity of Services Plan will be in an understandable and uniform format, by using the required ODE plan template.*
- The District certifies, to the extent practicable, that it will write the plan in a language that parents can understand or, if it is not practicable, the District will provide written translations to a parent with limited English proficiency to provide oral translation for such parent.*
- The District certifies that, upon request by a parent who is an individual with a disability as defined by the ADA, the District will provide the plan in an alternative format accessible to that parent.*

By signing this document, I agree to each of the certifications listed above and further certify that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.

Type Name & Address to sign.
Click send me a copy, hit submit.

2) ESSER III Integrated Planning Tool (due October 20, 2021)

General Information: Contact Information. Easiest to enter directly.

Section 1: District Use of ESSER III Funds to Address Unfinished Learning

Of your ESSER III allocation, at least 20% of funds must be used to address unfinished learning needs. Below are the strategies identified for doing so. **Here, you will click the box for each strategy your district is spending money towards and then provide an explanation of the researched based practices you will implement, along with a description of how you will measure the impact of this investment for those students most impacted by COVID-19.**

(Select all that apply, and must select at least one, not required to complete entire table).

Descriptions for each included below, these are also included on the ESSER III Integrated Planning Tool (attached) Tab Title Unfinished Learning Strategies. The following table is included to make Smartsheet completion easier.

enrichment and learning supports, strengthening connections with local systems of car		
SAMPLE - Outcomes, Strategies a	Unfinished Learning Strategies	Outcomes, Strategies and Activi

<p><u>Unfinished Learning Strategy</u></p>	<p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p>	<p>Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)</p>
<p><u>Empowering, Adaptable Instruction:</u></p> <p>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).)</p>		
<p><u>Time & Attention:</u></p> <p>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.)</p>	<p>We are implementing AVID Instructional Strategies districtwide in order to maximize instructional impact during the school day. Research shows students, especially those with most learning needs, benefit from aligned instructional strategies across classes. AVID is designed to promote college and career readiness beginning in our earliest grades.</p>	<p>Use of instructional strategies will promote student engagement and critical thinking as demonstrated through classroom observations and student work. Our data teams will prioritize students most impacted by COVID to ensure they are receiving instruction that meets their learning needs. Longer term, we anticipate an increase of advanced course enrollments</p>

	<p>Additionally, we will be providing increased access to intervention and enrichment opportunities outside the school day.</p>	<p>and students enrolled in post-secondary college and career opportunities.</p> <p>Referral for out of school intervention and enrichment opportunities will be a part of data team protocols.</p>
<p><u>Unfinished Learning Strategy</u></p>	<p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p>	<p>Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)</p>
<p><u>Conditions for Teachers:</u> 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.</p>	<p>Collaborative planning time and opportunity to prepare high quality instruction within the new safety protocols is important to supporting teacher success and well-being.</p> <p>We are working to find space on campus to provide a teacher wellness space that promotes practices learned within these trainings.</p>	<p>Implementation of trauma informed strategies will be evident through classroom observations and student surveys.</p> <p>Teacher leadership promoted through sharing of implementation of best practices.</p> <p>We will solicit teacher feedback about wellness space impacts on mental health and well-being.</p>
<p><u>Relationships & Mental Health Support:</u> 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</p>	<p>We are expecting an increased need for counseling and mental health services this year, and will be contracting with local professionals in order to meet this need.</p> <p>We will be focusing on district wide learning and implementation of SEL and trauma-informed practices (CASEL framework) with an early focus on adult learning/regulation.</p>	<p>Implementation of trauma informed strategies will be evident through classroom observations and student surveys.</p> <p>Data teams and individual staff will be aware of protocols for referring students for services. Number of students who access counseling will be tracked.</p>

<p>[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.)</p>		
<p><u>Unfinished Learning Strategy</u></p>	<p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p>	<p>Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)</p>
<p><u>Family & Community Partnerships:</u></p> <p>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.)</p>		
<p><u>Other prioritized strategies</u></p> <p>Please indicate if you have other prioritized strategies that do not fall into one of the above strategies.</p> <p>If you choose Other, ensure this is towards instructional learning and should be aligned to your SIA Plan or Migrant Ed or Incarcerated Youth engagements.</p>		

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

District acknowledges that ODE will use and consider information (1) submitted for the District ESSER III Plan, and (2) previously submitted as part of the SIA Application for SY 2020-21 and SIA Plan Update for the 2021-23 biennium.



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,

We were in ongoing conversations with individual students and families throughout the past year. We identified needs for ongoing support, especially as students transition back to in person learning. This includes access to counseling and mental health professionals and opportunities for ongoing intervention and enrichment.

Through a survey with staff, we identified SEL and trauma informed practices as a key area of professional learning want and need. Thus, we have partnered with the ESD SIA team to take a multi-year, systems approach to CASEL Framework implementation across all instruction. Our staff is nervous about teaching at their best within the safety protocols and about their own health and wellness, thus the focus on adult learning/regulation and provision of a teacher wellness room (upon finding space). Additionally, we are providing time for professional learning and collaborative planning as teachers begin this school year.

There has been communication of a need for advanced coursework and a focus on college and career opportunities from staff and families. By implementing AVID Instructional strategies districtwide, we will ensure all students are supported to access higher level learning as they progress through their academic years.

While the capital needs are mostly a requirement of risk mitigation needs and state recommendations, they are also very aligned with ongoing feedback from our community. There has been ongoing need for increased access to the weight room, especially to improve our physical education instruction, and this past year we were forced to move all office operations into the gym, which further impacted our physical education, recess, and athletic programs. These improvements will get our students back to more physical activity which is needed as we navigate the stresses of the pandemic.

The elementary playground has been a passion project of our whole community, with a committee making recommendations for expansion and inclusion. Connecting this to the above improvements will further support community building around health and wellness and play.

strategic planning) that you are prioritizing for ESSER III investments? Be sure your response includes student needs for those most impacted by the COVID-19 pandemic.(<500 words).

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.

Have you conducted engagement during the past 18 months to better understand migrant student needs? **No (we do not currently have students, but we do have a process identification)**

Engagement may be in relation to your SIA Plan or other related process (e.g., RSSL, strategic planning, or return to in-person learning). Yes/**No**

How have you or will you plan engagement to understand the needs of migrant students to inform interventions and use of ESSER III funds? (<500 words).

While we do not currently have migrant students/families enrolled in our district, we do have a process for identification during enrollment (Form 1C) and we are in consortia through Lane ESD to meet the needs of identified students. Ana Arias is the program coordinator and she has advised all of our districts about the enrollment and prioritization process.

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)? Yes/No

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

Similarly, we have not had incarcerated youth enrolled in the past 18 months; however, we partner with Lane ESD to support students when identified. Identification occurs during the enrollment process and we will ensure students are supported with strength-based, relational supports as they transition back to their schooling.

Do you have a way to identify students returning from incarceration? Yes/ No

Section 3: ESSER III Integrated Planning Tool and District Plan

- 1) Upload in Section #5 below.
- 2) Post to your district website and include that link here.

URL:

Skip to Section #5. Click Integrated Planning Tool and then upload the Excel file. Click Send me a Copy and then Submit.

You are done!

Smartsheet Link #1:

https://app.smartsheet.com/b/form/19e2b2befca3408685187f7ad3104ed9?utm_medium=email&utm_source=govdelivery

Smartsheet Link #2:

<https://app.smartsheet.com/b/form/ae2dec46f944735939251c51746ae0f>

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

https://www.oregon.gov/ode/schools-and-districts/grants/Documents/CARES%20Act/ESSER%20III/Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Plan%20Template%207.21.21.pdf?utm_medium=email&utm_source=govdelivery

ESSER III Integrated Planning Tool (Excel) available here:

<https://www.oregon.gov/ode/schools-and-districts/grants/Documents/FINAL%20ESSER%20III%20Integrated%20Planning%20Tool.xlsx>