

There are two Continuity of Services Plans that we need to complete using this worksheet:

1. **Safe Return to In-Person Instruction and Continuity of Services Plan** The worksheet for it is below. We complete it in a [PDF located here](#). It will eventually be turned in when we submit the ESSER III District Plan & Continuity of Services Plan (item 2).
2. **ESSER III District Plan & Continuity of Services Plan** The worksheet for it is below. The finalized plan needs to be entered by the superintendent into a [smart sheet at this address](#) in one sitting.

Safe Return to In-Person Instruction and Continuity of Services Plan (item 1)

This is a template of this plan. The finalized plan needs to be put into the PDF template and then it is attached to the ESSER III District Plan.

Prompt	Director Assigned	MSD Response	MSD Response
Institution ID		2256	
Institution Name		McMinnville School District 40	
District Continuity of Services Plan RSSL Contact Name & Title		Brian Crain Director of Operations	
Contact Phone		503-565-4022	
Contact Email		bcrain@msd.k12.or.us	
PLANNING MENTAL HEALTH SUPPORTS	Director Assigned	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	Kourtney	McMinnville School District is committed to strong and healthy relationships as the foundation for learning. During inservice professional development will be provided to staff around mental health and social emotional topics to convey the importance of	We have been engaging in equity professional development throughout our district for the past four years. This includes deep training with an equity consultant with administrators and teacher leaders. We have exposed staff to culturally responsive teaching

		<p>addressing the needs of the whole child as we return to school. In master schedules at each level time is set aside in the student day for social emotional learning. We have increased our building response teams which include counselors, student management positions, skill builders, and partnerships with community mental health in order to devote time for students and staff to build strong relationships and respond to student needs. In December 2020 we adopted policy ACB: All Students Belong which demonstrates our commitment to anti-racist practices in MSD and ongoing professional development for staff.</p>	<p>practices that put student identity and culture at the center.</p>
<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>Kourtney</p>	<p>We are implementing RULER practices which is a systemic approach to social emotional learning. Implementation with students will include lessons and class meetings where emotions and experiences are discussed. RULER focuses on recognizing, understanding, labeling, expressing, and regulating emotions. Master schedules with distinct time for social emotional learning will prove the time needed for this to create an outlet as students process their experiences. In addition, additional support staff in the form of skill builders will provide needed breaks and support for students during unstructured times of the day when additional opportunities for processing might be necessary.</p>	<p>The RULER training includes integration with culturally responsive teaching practices and application of the equity lens.</p>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>Kourtney & Kevin</p>	<p>We have strong partnerships with community mental health which includes mental health workers utilizing space in our buildings to meet with students and families. We have worked with community partners to recruit and retain mental health workers from diverse backgrounds and this continues to be a goal for our work as we seek to grow our own educators and mental health professionals. Our mental health response teams are working together with professional development in August which will include culturally responsive practices training. Creation of a family resource center at the same location as our school based health center which provides both physical and mental health services.</p>	<p>Our county YCCO has provided integrated training opportunities for our partnership with community mental health, which includes equity training and culturally relevant practices for supporting students with mental health considerations. We have Spanish speaking staff who are able to translate meetings and information in order to support first language communication on these important topics.</p>

Foster peer/student lead initiatives on wellbeing and mental health	Kourtney	We currently have a grant for Sources of Strength, a peer model for health and wellness in order to reduce the prevalence of suicide. The implementation of this program was disrupted by COVID, but plans are in place to look at implementation this year.	The Sources of Strength program includes culturally responsive practices and understanding cultural differences so that peers are able to support one another.
Communicable Disease Management Plan	Director Assigned	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Link to the district's communicable disease management plan that describes measures put in place to limit the spread of COVID-19 within school settings. (OAR 581-022-2220). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the RSSL Resiliency Framework and meet the ESSER process requirements of "coordination with local public health authorities."	Brian C./Jack Steffanie	MSD Communicable Disease Plan	MSD Communicable Disease Plan
Coordination with local public health authority(ies) including Tribal health departments	Kevin	The district has had weekly meetings with county health and have invited all other partners including Tribal Health to participate in the meeting. The district has also met separately with the Tribal Health and leadership to coordinate services and help provide options to our targeted population. Our work with the Tribe has led to additional opportunities for access to vaccination for our targeted population.	In working with our LPHA we made concentrated efforts and had many discussions around communication needing to be sent out to all focal populations and via many different methods. Websites, text messages, phone calls, auto dialers, newspaper ads, and social media were all methods used in partnership with our LPHA to reach focal populations with information about COVID 19.
Isolation Plan	Director Assigned	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?

<p>Please provide a link to the district's plan to maintain health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child. (OAR 581-022-2220). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the RSSL Resiliency Framework.</p>	<p>Kevin Steffanie Brian</p>	<p>Beginning March 12, 2022, our district chose to continue to follow the updated RSSL guidance from ODE/OHA on this topic.</p>	<p>Beginning March 12, 2022, our district chose to continue to follow the RSSL guidance from ODE/OHA on this topic.</p>
<p>Health and Safety Strategies</p>	<p>Director Assigned</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>Steffanie</p>	<p>The District has worked closely with the Yamhill County public health department to schedule vaccination events at multiple school and community locations for both staff and students. As of March 2022, we have hosted more than 24 clinics at school sites. We will continue to host vaccination sites as needed in our schools.</p>	<p>When sites were selected we specifically looked at our focal populations and selected locations that would be easily accessible to those populations (ie: walking distance to populations with limited transportation available, sites in locations across the district) . We also used multiple methods of communication to send out the message that clinics were available (ex: in person calls to households using bi-lingual staff members to communicate the message and answer questions in the home language of the students, electronic messages, social media posts, parent texts and emails in the home language of students).</p>
<p>Universal and correct wearing of face coverings</p>	<p>Brian</p>	<p>Prior to March 12, 2022, district staff and students were provided both verbal and visual training on the proper wearing of face coverings based on CDC and OHA recommendations. Visual training posters developed by the CDC were placed in all schools and</p>	<p>Signage was placed in all restrooms and public areas in the home languages of our MSD families.</p>

		<p>work locations and included in the training.</p> <p>Beginning March 12, 2022, our district chose to follow the RSSL guidance from ODE/OHA on this topic.</p>	
Physical distancing and cohorting	Brian	<p>Prior to March 12, 2022, district staff and students were provided both verbal and visual training on physical distancing and co-horting based on CDC and OHA recommendations. Visual training posters developed by the CDC were placed in all schools and work locations and included in the training. Visual representations of 6 ft distancing were placed on floors and along common areas to remind students and staff to maintain safe physical distance from one-another.</p> <p>Students and staff were placed in cohorts for access to all common areas (ie: restrooms, hallways, buses etc). The District will continue distancing as recommended by RSSL guidance from ODE.</p> <p>Beginning March 12, 2022, our district chose to follow the RSSL guidance from ODE/OHA on this topic.</p>	All signage related to physical distancing is provided in both the home language of the students as well as in English. Visual representations of distancing are placed throughout the schools on floors and walls that are visually clear for any language.
Ventilation and airflow	Bryan S	The District has addressed ventilation and airflow in a variety of ways. We collected input from staff groups about their concerns and had experts in HVAC fields review airflow systems and identify any that do not exchange airflow in a timeline established by RSSL guidance. The systems were adjusted if possible to meet all recommendations and if not individual room HEPA filter systems were installed to exchange airflow at the recommended rate. In addition, all filters were upgraded from MERV 8 to MERV 13 rated filters and are being replaced on a quarterly basis.	N/A - All staff and students receive the same consideration in this area.
Handwashing and respiratory etiquette	Steffanie	District staff and students were provided both verbal and visual training on the proper handwashing etiquette based on CDC and OHA recommendations. Visual training posters reminding staff and students	Signage was placed in all restrooms and public areas in the home languages of our MSD families.

		about proper handwashing and developed by the CDC were placed in all schools and work locations and included in the training.	
Free, on-site COVID-19 diagnostic testing	Kevin	The district has trained staff in each building to provide free COVID-19 testing in a designated location for both privacy and safety. We offer COVID testing to any individual that shows any signs of illness or believes they have had contact with an infected person.	The district does outreach through our office staff and counselors to our focal student families. We provide information on free and fee based medical services including our school based health center. The district also provides information in multiple languages.
COVID-19 screening testing	Steffanie		
Public health communication	Kevin/ Steffanie	The District has worked closely with the Yamhill County public health department and met on a weekly or more frequent basis as needed to address the COVID 19 pandemic during the 2021-22 school year. We work closely with the health department to perform contact tracing when a positive case or potential exposure is identified.	In working with our LPHA we made concentrated efforts and had many discussions around communication needing to be sent out to all focal populations and via many different methods. Websites, text messages, phone calls, auto dialers, newspaper ads, and social media were all methods used in partnership with our LPHA to reach focal populations with information about COVID 19.
Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.	Kevin Brian	The district has designated space in each building and has assigned staff to monitor any staff or student. The areas are supplied with the appropriate PPE and cleaning supplies to help disinfect the area after having a staff or student in the area. We offer free COVID testing to all staff and encourage testing after contact with a known contact with a COVID positive person. Students that have injuries are seen and supervised in a separate space from anyone experiencing COVID symptoms.	We provide additional information and follow up calls to target populations. Multiple forms of communication both through written materials as well as phone calls from building administrators, counselors and identified staff make calls to make sure that families are aware of all the appropriate information.
Exclusion: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)	Kevin Brian	Prior to March 12th, 2022 when the district becomes aware of a suspected exposure we follow county health guidance to determine what steps to take. We have worked closely with our County Health meeting weekly to make sure we are following the most current guidelines. Currently when we suspect an exposure we offer free Covid testings to exposed staff or students. Beginning March 12, 2022, our district chose to follow	If a student has been asked to quarantine the district will provide targeted all students with Chrome books and access to the classroom instruction. Target populations also have our counselor or administrator reach out to see if they need additional support such as hotspot or district will pay for internet service for 4 months to make sure they are able to access school. The district will also transport the student if the family is unable to do so. We provide material in multiple

		the RSSL guidance from ODE/OHA on this topic.	languages and interpretation of all calls to families that speak other languages are provided for all calls.
Accommodations for Children with Disabilities	Director Assigned		
Please describe the extent to which the district has adopted policies related to appropriate accommodation for children with disabilities with respect to health and safety protocols. Please describe any such policies.	Kevin	We will review the 504/IEP/IFSP to ensure continued access to instruction given the inability to wear a face covering. In this scenario, we may choose to adapt, accommodate, and/or modify the face covering requirements to address the individual student needs that arise from their disability, condition, and/or medical condition, in line with CDC recommendations that cloth facial coverings should not be worn by anyone who is unable to remove the face covering without assistance or who cannot safely wear a face covering due to a disability. The district provides all location break space for students with disabilities to take mask breaks if needed. We also provide additional accommodations for students with hearing issues, providing staff with masks with clear windows so that students that read lips can access information. The district set up individual stations for students that require additional space.	
Updates to this Plan	Director Assigned	Date Last Updated:	Plan for Updates
	Kourtney Ferrua Steffanie Frost Brian Crain	March 16, 2022	

ESSER III District Plan & Continuity of Services Plan (item 2)

This is a template of the continuity of services plan. The finalized plan needs to be entered by the superintendent into a [smart sheet at this address](#) in one sitting.

Prompt	Director Assigned	MSD Response
District Name		McMinnville School District 40
Superintendent Name		Debbie Brockett
Superintendent Phone Number		(503) 565-4000

Superintendent Email		dbrockett@msd.k12.or.us
Fiscal Contact Name		Samantha Nelson
Fiscal Contact Phone Number		(503) 565-4000
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Optional Additional Contact Name		
Optional Additional Contact Email		
SECTION 1	Click a box to indicate selection	
<p>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</p>	Kourtney	<p>Empowering, Adaptable Instruction: List specific evidence-based interventions List specific evidence-based intervention(s) within this strategy. (<200 words)</p> <ul style="list-style-type: none"> • Adding elementary specialists in order to expand our offering for elementary students to grow their 21st Century Skills through specials course offerings in art, STEM, and Spanish • Adding elementary math specialists to provide for the acceleration of math instruction • Adding middle school academic intervention positions to support differentiation and acceleration within mainstream courses • Expanding offerings of Pre-Kindergarten (transition program) to support school readiness and offer programs at neighborhood elementary schools • Software for family communication, cyber security, and zoom licenses to support strong parent partnerships in the implementation of adaptable instruction • Add textbook curriculum for the support of strong literacy practices at all levels with culturally responsive materials that support differentiation <p>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) Using a multi tiered system of support model, our district implements a data collection plan which combines academic, attendance, behavior, and individualized data (e.g. problem solving team, SEL</p>

<p>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>team, etc.) points which are looked at regular cycles at various levels including: educator data teams, building leadership team, and district level.</p> <p>In Spring 2021, these teams looked at student indicators from the disrupted data points of the pandemic school year and identified students into tier 1 (on grade level), tier 2 (slightly below), and tier 3 (significantly below). The master schedules were developed to accommodate acceleration in reading and math for all of the students who were identified as below grade level. This will become the baseline data to determine whether students are growing over the course of the next year.</p> <p>The data points that will be considered to look at the effect of this investment will be academic measures in reading and math, attendance, behavior, student surveys, and parent engagement measures. All of the data will be disaggregated by focal population, to identify the impact on the groups who have been more impacted by COVID-19.</p> <p>In addition support staff for students in focal populations which include: IEP, 504, EL, migrant, homeless, incarcerated youth, etc. will also monitor the quarterly data of their groups, identify student growth trends and plan responses to shift trajectories for students in a positive way.</p>
<p>Time & Attention:</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>Kourtney</p>	<p>Time & Attention: List specific evidence-based interventions</p> <p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p> <ul style="list-style-type: none"> ● Provide elementary instructional assistant to support each grade level and math intervention, this supports small group instruction and the acceleration of learning ● Adding special education instructional assistants to promote differentiated instruction and support ● Middle school academic intervention assistants to expand time for accelerated learning ● Expand elementary library assistant positions to add time to our elementary library offerings for students and families <p>Time & Attention: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?</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>The measure for this investment overlaps with the investment above as all of these investments, when done well, would have an impact on the academic and social emotional learning measures for our students. Using a multi tiered system of support model, our district implements a data collection plan which combines academic, attendance, behavior, and individualized data (e.g.</p>

		<p>problem solving team, SEL team, etc.) points which are looked at regular cycles at various levels including: educator data teams, building leadership team, and district level.</p> <p>In Spring 2021, these teams looked at student indicators from the disrupted data points of the pandemic school year and identified students into tier 1 (on grade level), tier 2 (slightly below), and tier 3 (significantly below). The master schedules were developed to accommodate acceleration in reading and math for all of the students who were identified as below grade level. This will become the baseline data to determine whether students are growing over the course of the next year.</p> <p>The data points that will be considered to look at the effect of this investment will be academic measures in reading and math, attendance, behavior, student surveys, and parent engagement measures. All of the data will be disaggregated by focal population, to identify the impact on the groups who have been more impacted by COVID-19.</p> <p>In addition, support staff for students in focal populations which include: IEP, 504, EL, migrant, homeless, incarcerated youth, etc. will also monitor the quarterly data of their groups, identify student growth trends and plan responses to shift trajectories for students in a positive way.</p> <p>Specific to time and attention, our building teams will be looking at the expanded offerings of acceleration opportunities including differentiation, enrichment, extra curricular, counseling, tutoring, etc. and will be measuring the impact of these opportunities on student achievement and additional data points that are currently monitored in our Oregon Data Suite.</p>
<p>Conditions for Teachers:</p> <p>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</p>	<p>Kourtney</p>	<p>Conditions for Teachers: List specific evidence-based interventions</p> <p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p> <ul style="list-style-type: none"> ● Targeted class size reduction at elementary school to promote strong relationships, educator wellness, and support ● Additional Teaching and Learning TOSAs to provide instructional coaching, emotional support, professional development, and mentoring for educators, especially new teachers ● Additional administrative support targeted for our schools with highest rate of students navigating poverty, emerging bilingual students, and students of color to support teachers with instructional coaching, emotional support, professional development and mentoring <p>Conditions for Teachers: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?</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>The measure for this investment overlaps with the investment above as all of these investments,</p>

<p>strengths and expand their impact).</p>		<p>when done well, would have an impact on the academic and social emotional learning measures for our students. Using a multi tiered system of support model, our district implements a data collection plan which combines academic, attendance, behavior, and individualized data (e.g. problem solving team, SEL team, etc.) points which are looked at regular cycles at various levels including: educator data teams, building leadership team, and district level.</p> <p>In Spring 2021, these teams looked at student indicators from the disrupted data points of the pandemic school year and identified students into tier 1 (on grade level), tier 2 (slightly below), and tier 3 (significantly below). The master schedules were developed to accommodate acceleration in reading and math for all of the students who were identified as below grade level. This will become the baseline data to determine whether students are growing over the course of the next year.</p> <p>The data points that will be considered to look at the effect of this investment will be academic measures in reading and math, attendance, behavior, student surveys, and parent engagement measures. All of the data will be disaggregated by focal population, to identify the impact on the groups who have been more impacted by COVID-19.</p> <p>In addition, support staff for students in focal populations which include: IEP, 504, EL, migrant, homeless, incarcerated youth, etc. will also monitor the quarterly data of their groups, identify student growth trends and plan responses to shift trajectories for students in a positive way.</p> <p>Specific to conditions for educators, we will have additional measures for wellness such as participation in our New Teacher’s Academy and other professional development opportunities hosted by our Teaching and Learning TOSAs and supported by our administrators. We also have an educator wellness PD that we could monitor participation and feedback.</p>
<p>Relationships & Mental Health Support:</p> <p>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</p>	<p>Kourtney</p>	<p>Relationships & Mental Health Support: List specific evidence-based interventions</p> <p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p> <ul style="list-style-type: none"> ● Adding staff to support middle school behavior intervention <p>Relationships & Mental Health Support: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?</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>We will be braiding this investment with other funding streams (e.g. SIA, local grants, etc.) in order to have a comprehensive response to strong relationships, mental health and social emotional learning. The district will address students’ mental and behavioral health needs by using a multi tiered system of support (MTSS) that provides a full array of services at three tiers: 1) Universal mental health promotion for all students, 2) Selective services for students identified as at risk, 3) Indicated services for individual students who already display a mental health concern or problem.</p>

<p>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>Multitiered Systems of Support encompasses the continuum of need, enabling schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Staff will collaborate regarding MTSS in joint professional development for administrators and staff as we use this framework to address academic and behavior interventions for student success. Access to adequate staffing of school-employed mental health professionals is essential to the quality and effectiveness of these services, and the SIA strategic investment will enable the district to adequately staff each of our schools with mental health professionals.</p> <p>These investments will enable the district to increase student achievement and address disparities among focal groups by focusing intently on teaching and learning and the district’s foundational frameworks of professional learning: 1) Research-based instructional strategies, 2) Common formative assessments/data teams, and 3) Rigorous curriculum design. Evidence-Based Instruction is the key to accelerating student growth. The short cycle from formative assessment to instruction enables the teacher to observe and analyze student responses to targeted interventions and to proceed with instruction and interventions supported by ongoing performance data. Additionally, struggling students often need more instructional time, coupled with an increased intensity of instruction in small groups, and more repetitions or doses of instruction. These investments will enable the district to use a catch up, keep up, and move up model of intervention and expanded learning opportunities (afterschool and summer school) in which progress is monitored systematically and frequently.</p> <p>With the investments, the district will deepen professional development and job-embedded coaching, which will drive measurable and lasting learning for students. Also, close cooperation between schools, parents, and the community is one of the keys to closing achievement gaps, as parent involvement has a strong, direct impact on student achievement, and the district’s investment features increased parent outreach and education.</p> <p>The data points that will be considered to look at the effect of this investment will be academic measures in reading and math, attendance, behavior, student surveys, and parent engagement measures. All of the data will be disaggregated by focal population, to identify the impact on the groups who have been more impacted by COVID-19.</p>
<p>Family & Community Partnerships: To increase academic, health, mental</p>	<p>Kourtney</p>	<p>Family & Community Partnerships: List specific evidence-based interventions List specific evidence-based intervention(s) within this strategy. (<200 words)</p>

<p>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>		<ul style="list-style-type: none"> ● Translation services to support communication in Spanish ● Additional childcare to support families and employees in order to provide support and comply with health and safety guidelines <p>Family & Community Partnerships: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?</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>We will be braiding this investment with other funding streams (e.g. SIA, local grants, etc.) in order to have a comprehensive response to strong partnerships with families and community members. We have increased our bilingual supports throughout our offices and this investment will increase our support for written translation as well. The measures for this impact will be evidenced by bilingual resources and communication to families throughout our system. We will also measure the impact of this investment by its impact on student data and achievement, as all of these investments help to promote family involvement which is tied to student achievement. The expanded child care supports families with young children as child care opportunities are sparse in our region and it has been identified through our community engagement as a need. This will be measured by enrollment in this program and engagement with feedback loops by participants.</p>
<p>Other prioritized strategies</p> <p>Please indicate if you have other prioritized strategies that do not fall into one of the above strategies.</p>	<p>Kourtney</p>	<p>Other: List specific evidence-based interventions</p> <p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p> <ul style="list-style-type: none"> ● Custodial Supervisor ● Staff & student devices, cameras and other security equipment ● Student desks and chairs <p>Other: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?</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>The COVID-19 response has required shifts in practice for our cleaning and safety protocols for</p>

		buildings. As we commit to reopening schools in person, additional materials are needed to support the physical environment and safety. The impact of this investment will be measured by our ability to keep schools open to in person instruction.
Section 2		
Did you submit SIA plan and update?	Kourtney	YES
<p>Community engagement to inform use of ESSER III funds*</p> <p>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? Be sure your response includes student needs for those most impacted by the COVID-19 pandemic.(<u><500 words</u>).</p>	<p>Kourtney</p> <p>(Reference SIA Questions June 2021)</p>	<p>In our community engagement and outreach process during the pandemic we heard stories illustrating the ways that the pandemic was impacting students and families in our community. The concerns that came up included mental health of students, disruptions to academic learning, loss of connections between students and staff, engagement with learning from a distance, lack of options for hands-on learning in person, needing additional bilingual support, and wanting more flexible choices for learning. It was noticed during the engagement process, and especially during our empathy calls to each family that there was a disproportionate impact from the pandemic on our students in focal populations. In response to this need our ESSER III investments included priorities such as reducing elementary class size to prioritize deep relationships and responsiveness to SEL and academic learning. Providing additional academic support in positions like math TOSA, middle school intervention assistants, elementary assistants, and administrative staff to support the acceleration of learning. With these positions in place we have developed master schedule plans to support intentional structures for simultaneously remediating and accelerating learning to grade level using evidence based strategies and curriculum resources. In order to meet the bilingual needs of our Spanish speaking population we have also added translation services to our plan so that every building had bilingual staff available during the day. In response to social emotional learning needs we have additional personnel for behavior support, added special services instructional assistants, and added specific time for SEL into our master schedules. Our plan for reopening has been intentional with the needs identified by our stakeholders as the foundation for our decision making.</p>
<p>Engagement with migrant students and families</p> <p>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.</p> <p>How many migrant students are</p>	Kourtney/Kristian	179 (May 2021)

<p>enrolled in your district and served through your district or through the ESD for the 2021-2022 school year?</p> <p>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.</p>		
<p>Have you conducted engagement during the past 18 months to better understand migrant student needs?*</p> <p>Engagement may be in relation to your SIA Plan or other related process (e.g., RSSL, strategic planning, or return to in-person learning).</p>	Kourtney/Kristian	<p>During the 2021-2022 school year we had our bilingual liaison/migrant program recruiter actively engaged with families on her caseload. She contacted all families directly and met with families individually based on need. In addition we added two licensed stipends for additional hours for bilingual educators to help support families with comprehensive distance learning and hybrid instructional models. We provided parent training classes in Spanish where our migrant families were individually contacted and encouraged to participate, these were held late into the evening to accommodate their work schedules. We have representatives from our migrant parent population on our Hispanic PTA where additional support and needs were identified and addressed. At the highschool level our bilingual liaison/migrant program recruiter worked with our migrant eligible students on student retention and scholarship applications for seniors. We braided the impact of our bilingual dropout prevention specialists with our migrant liaison to do combined home visiting to migrant families. Our EL Coordinator oversaw this outreach and participated in parent training, phone calls, and home visiting to identify and meet the needs of our migrant families.</p>
<p>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).*</p>	Kourtney/Kristian	<p>We plan to continue the strong work that our EL/Migrant staff have established through individual outreach to families through phone calls and home visits, parent support and training nights that are located at home schools, and individualizing support based on the identified needs of each family and student who are identified as migrant.</p>
<p>Engagement with Incarcerated Youth</p> <p>As students who are incarcerated were not formally part of the SIA focal student engagement requirements, additional information is required to ensure meaningful engagement.</p>	Kourtney	<p>No. This is not a focal population that we specifically engaged during the SIA engagement process.</p> <p>With current practices, we have strong communication systems between our Yamhill County juvenile department with regular communication and reporting. When a student is incarcerated they are withdrawn from our system and our registrar and high school administrator are notified. As students return, the level of engagement depends on several factors including the amount of time a student was incarcerated, if there is an Individualized Education Plan, 504, or if the student is involved in wrap-around services. In the case where a student has one of these services or if the parole officer recommends a re-entry meeting then one is held to determine next steps for school success.</p>

<p>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)?*</p>		
<p>Please describe how the engagement is informing the district's ESSER III investments (<200 words)*</p>	<p>Kourtney</p>	<p>While engaging with families and students of incarcerated youth has not been a formal process for our SIA engagement, the themes of mental health, social emotional learning, and individualization of learning have been part of the conversation in our SIA engagement that is echoed during our re-entry meetings with incarcerated youth. Many of our ESSER III investments will address providing more time and opportunity for educators to build strong relationships with students in order to provide individualization of their learning outcomes while meeting their social emotional learning needs and partnering with community mental health.</p>
<p>Do you have a way to identify students returning from incarceration?*</p>	<p>Kourtney/David</p>	<p>We have reporting through a partnership with the juvenile department that helps keep schools aware of the students who are engaged with probation or incarcerated. Our team is notified when changes in placement happen and are able to have a transition meeting as student's academic needs are met during their reentry process.</p>
<p>SECTION 3</p>		
<p>Section 3: ESSER III Integrated Planning Tool and District Plan There are two required pieces to this section:</p> <p>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.</p> <p>2) Please upload the publicly available link to your ESSER III District Plan. (Note, the Integrated Planning Tool can act as your plan template.)</p>	<p>Samantha?</p>	<p>https://docs.google.com/spreadsheets/d/1kags2CkEgA9lqzeDWZ9U41Yn1X8c7Aya/edit?usp=sharing&ouid=105716940819883961079&rtpof=true&sd=true</p>

<p>Upload any other supporting documents in Section 5 below.</p> <p>Publicly available link to your ESSER III District Plan*</p> <p>You must provide a publicly available link</p>		
SECTION 4		
<p>Section 4: Safe Return to In-Person Instruction and Continuity of Services Plan</p> <p>Each district must complete and submit a Safe Return to In-Person Instruction and Continuity of Services Plan to ODE by August 23, 2021.</p> <p>The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:</p> <p>1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under Executive Order 21-06; and</p> <p>2) Meets the requirements for:</p> <p>a) An operational plan required under OAR 581-022-0106(4), while aligning the CDC Guidance on School Reopening with the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year (RSSL</p>	<p>See Part 1</p>	<p>https://drive.google.com/file/d/1H1MTM5dhxtnlXsa3_Q89iZINjFaNDxtD/view?usp=sharing</p>

Resiliency Framework);

b) Section 2001(i)(1) of the ARP ESSER and the US Department of Education's Interim Final Requirements for Safe Return/Continuity of Services Plan; and

c) Communicable Disease Plan and Isolation Plan under OAR 581-022-2220 (Division 22 requirements).

To best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve.

The required template for the Plan is linked below. Please read the entire Instructions document prior to completing the Plan template.

Instructions:

<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%20Instructions%207.21.21.pdf>

Plan Template:

<https://www.oregon.gov/ode/schools>

<p>-and-districts/grants/Documents/CA RES%20Act/ESSER%20III/Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Plan%20Template%2007.21.21.pdf</p> <p>Publicly available link to your Safe Return to In-Person Instruction and Continuity of Service Plan*</p> <p>You must provide a publicly available link</p>		
<p>Certifications</p> <p>Each district is required to certify the following:</p> <p>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.*</p> <p>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.*</p> <p>During the performance period of the ARP ESSER award, the District</p>	<p>Debbie</p>	<p>Just affirm these by signing</p>

<p>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.*</p> <p>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.*</p> <p>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.*</p> <p>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.*</p> <p>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</p>		
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<p>parent.*</p> <p>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.*</p> <p>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.</p> <p>Signature of District Superintendent*</p> <p>Please type in your full name to acknowledge that to the best of your knowledge and belief, all information and data included with this plan are true and correct</p>		
<p>SECTION 5</p>		
<p>Section 5: Document Upload</p> <p>Please attach the following documents and be sure to mark the checkboxes for the documents you are uploading to indicate that you have attached the files.</p>		

Attached Documents*

Please select which documents your
are uploading

ESSER III Integrated Planning Tool

Any other supporting documents

File Upload*