

SECTION 2: EFFECTIVE PLANNING



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Section Snapshot

This section outlines the preparation needed, the specific process requirements, and the tasks that applicants will engage in to inform development and prepare for the integrated plan submission in **March 2023**. Information in this section offers explanations of planning requirements inclusive of any needed documentation or artifacts for the final application as well as outlines applying in consortia, with additional resources and tools linked in or included in the appendices.

PREPARATION

Planning well and planning in advance are keys to ensuring you are ready to submit your integrated application in **March 2023**. Assembling a multidisciplinary team (or teams) with members that can support various aspects of your preparation is one approach to ensuring you stay on-track before the plan submission window opens. For applicants applying in consortia, or other combinations of relationships between recipients, team membership should be representative of the multiple perspectives involved. Varied tasks such as preparing disaggregated data reports for team analysis, planning and scheduling community engagement processes, scheduling meetings and keeping track of notes are examples that can be delegated to members of your team(s). Consider the availability of people and resources, including regional ESD Liaisons, CTE Regional Coordinators, tribal and community partners, higher education, and teacher leaders. Other partners are better engaged at a regional level. Work with regional ESD Liaisons and CTE Regional Coordinators to engage higher education, business and industry, and workforce partners.

CHECK PROGRAM REQUIREMENTS

All school districts are eligible and can move forward with planning around how the goals of all six programs move forward in your comprehensive planning. The Oregon School for the Deaf, some charter schools, YCEPs, and JDEPs are not eligible for all programs within this guidance. Please review this guidance and check [Appendix H](#) for details before you get too far down the road in planning and budgeting.

Questions on eligibility?

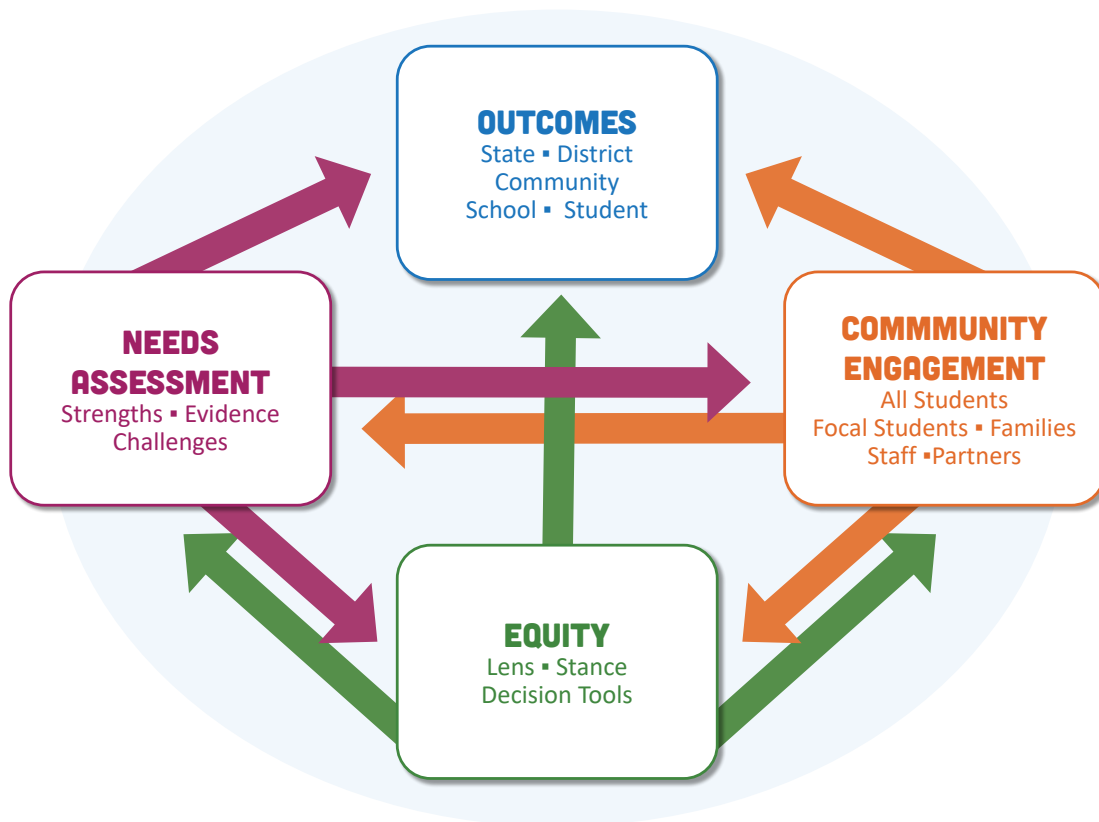
Contact ODE.EI1@ode.oregon.gov



PROCESS

While this guidance aims to lay out information as clearly and succinctly as possible, the reality of good implementation, planning, and engagement is that it is a circular and sometimes circuitous path where key process commitments are interrelated. ODE is focused on improvement-driven processes while adhering to the statutes and rules that govern each initiative. Tangibly, this means a strengths-based, trauma- and SEL-informed equity lens is being applied at every turn. It means community engagement processes aren't "one and done" but build on each other and re-visit prior conversations and commitments. Being improvement-driven means new learnings from district and community data reviews and engaging in continuous improvement and comprehensive needs assessment processes that include community engagement, data analysis, and the application of an equity lens. These lead to changes in program and financial planning which then contribute to positive outcomes.

The visual below illustrates the need for each piece to actively work with each other. The comprehensive needs assessment should be informed and collaborated on with communities, as well as inform how communities are being engaged more broadly. An equity lens should be consulted and utilized throughout the planning process as well. As communities are being engaged, the equity lens should be used to ensure that core equity needs, values, and considerations are being met. Broader community engagement (that isn't specifically tied to the comprehensive needs assessment) can also inform the planning process and work.



PLANNING REQUIREMENTS

It is a notable project management task to skillfully move through each planning requirement in this integrated guidance. Administrative costs are allowed and useful to support actualizing these steps along with dedicated ESD supports described later in this document. Each of the planning steps listed here are then described in more detail:

- Use of an Equity Lens
- Community Engagement
- Tribal Consultation
- Comprehensive Needs Assessment
 - Consider Community Engagement Input
 - Review Disaggregated Student Data
 - Identify Priorities Aligned to the [Four Common Goals](#)
- Consideration of the Quality Education Model (QEM)
- Reviewing and Using Regional CTE Consortia Inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies and Activities

ONGOING USE OF AN EQUITY LENS

The adoption and use of an equity lens or equity decision tool is required throughout the planning, engagement, and implementation of your integrated plan. An equity lens is a tool that helps center core values, commitments, and questions. ODE encourages the use of a strengths-based, trauma-and-SEL informed equity lens as it helps create a systematic structure to ensure no focal group or community is missed in the process of community engagement and plan development. Since the equity lens should be used throughout the application and planning processes, we have included Equity Lens 101 Call-out Boxes to support a deepened understanding of how to integrate this requirement throughout.

EQUITY LENS 101: WHAT IS AN EQUITY LENS?

An equity lens is an active tool that supports core values, commitments, orientations, and questions to become standard practice. An equity lens requires a clearly articulated equity stance that can be made actionable when making key choices and decisions.

For example: One part of our equity stance may be tied to honoring intersectional identities in our district, such as student focal groups who navigate multiple intersecting forms of oppression like poverty, race, and gender. Translating this principle in my district's equity stance into an active equity lens could look like:

- The equity lens ensures that knowledge and engagement is occurring with those most affected by these issues, including naming specific groups
- The equity lens ensures that decision-makers also reflect a similar demographic or intersectional make-up to those affected.
- The equity lens includes questions that ask how intersectional dynamics are addressed; including consideration for unintended consequences that could arise from not addressing intersectional dynamics⁵⁶.
- An equity lens must support navigating choices in the here and now that impact students today. It helps translate theory into practice, and avoid making decisions that could marginalize or harm students, staff, families, and communities.

56 For more on intersectionality, see SWIFT Education Center's ["Understanding intersectionality is critical for advancing educational equity for all"](#)

WHAT EQUITY LENS SHOULD YOU USE?

Applicants can choose which equity lens to adopt and use through the integrated plan:

1. **The Oregon Equity Lens:** This lens is widely used and adopted, and offers key questions that could support your planning. If using this lens, applicants are encouraged to expand on the Oregon Equity Lens to adapt to specific community populations, histories, dynamics, and needs.
2. **Applicant’s Customized Equity Lens:** Many districts, ESDs, and other organizations have developed their own equity lens that can meet the particular process, outcome, and demographic needs of their contexts. ODE supports applicants to develop and/or use their own equity lens and has developed tools/resources to support robust and rigorous equity lenses:
 - a. **Equity Lens and Tools** (Appendix E): This reference includes key resources about equity lens development and use, as well as EI’s core recommendations for what considerations an applicant’s equity lens should cover. If you are using your own equity lens, this is a highly recommended resource to consult.
 - b. ODE’s **Decision Tools:** While developed to support rapid decision-making to respond to COVID-19, these tools offer a concrete decision making framework and include:
 - i. **Decision Tree:** A sequence of intentional questions for leaders that could lead to decision-making that deepens relationships and trust and avoids unintended impacts or harm to communities.
 - ii. **Deepening Questions:** A collection of questions aimed at deepening leaders’ reflections to help get underneath core decision-making challenges.

- iii. **Consultancy Protocol:** A facilitative method designed to support leaders in better understanding dilemmas, while also uncovering new or different approaches to decision-making.

ODE also encourages recipients to share their equity lens broadly with their community, so they are aware of how that tool will be used in the district or eligible charter school’s decision-making process.

COMMUNITY ENGAGEMENT

Authentic and consistent community engagement is vital. During the 2019-20 school year, SIA applicants across Oregon engaged their communities in a variety of ways to inform their strategic planning efforts. Since then, COVID-19, Oregon wildfires, school staffing shortages and unmatched educator burnout, and intense incidents and patterns of racial injustice have led to multiple unprecedented school years with students, families, communities, and school and district leaders navigating significant challenges. In the alignment of initiatives under this guidance, the robustness of SIA community engagement is now extended and expected to inform all six initiatives.

Research shows that students learn better when their families and local community organizations are engaged in schools. Strong family engagement is linked to increased student achievement, reduced absenteeism, and higher graduation rates. In addition, community engagement can help ensure that students’ social, emotional, and physical health needs are addressed, while also providing meaningful, real-world learning opportunities. Schools that engage with their communities are also better able to help students solve local problems, contribute to civic life, and respond to a changing economy.”⁵⁷

57 <https://www.greatschoolspartnership.org/resources/equitable-community-engagement/the-case-for-community-engagement/>

HONORING SOVEREIGNTY, TRIBAL ENGAGEMENT AND TRIBAL CONSULTATION

There are also important requirements for honoring the sovereignty of Native American and tribal students, families, communities, and Nations in Oregon. While all Native American and/or tribal students must be engaged as focal student groups, in some cases, applicants are required to engage in formal Tribal consultation processes as outlined in the [ODE Tribal Consultation Toolkit](#).

UNDERSTANDING THE COMMUNITY ENGAGEMENT SPECTRUM

This [Community Engagement Toolkit](#) lays out a framework and recommendations for applicants to engage in robust community engagement with focal student groups, families, communities, and staff. Applicants are encouraged to build on existing work and to grow with community, youth, or staff advisories developed previously.

This framework serves as a tool to assess and deepen engagement in Oregon communities and is adapted from the work of [Facilitating Power](#) and the [Movement Strategy Center](#). It is organized on a spectrum of shallow to robust community engagement (Levels 1-5). District and school leaders are encouraged to use this framework to reflect on their stance and approach towards communities. It may be used to assess the overall level of engagement of a district/school, as well as be used to assess an individual strategy, activity, project, or initiative within a district/school. In most cases, a district/school will approximate multiple levels of this spectrum that exist simultaneously in the totality of community engagement-related activities as they deepen capacity for robust community engagement.

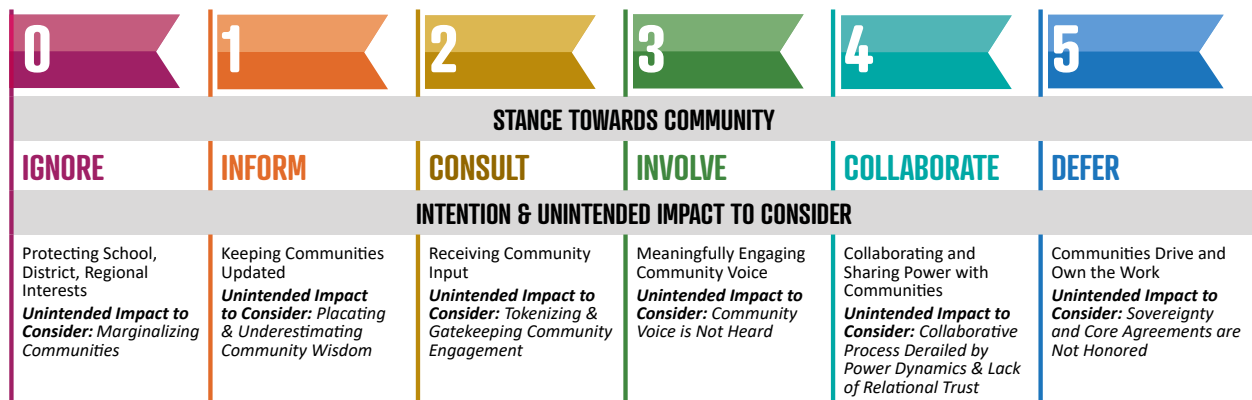
TRIBAL CONSULTATION

Oregon has nine federally recognized tribes that are geographically dispersed, and may need time to convene and engage in planning efforts. Tribes are sovereign governments. Many tribes have an agency for education and a director who can connect the district to its parents and community members. Information on the tribes including contact information is available on the [Oregon Tribal page](#).

REQUIRED TRIBAL CONSULTATION ASSURANCES

If you are a district receiving greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

LEVELS OF COMMUNITY ENGAGEMENT



Preview of the CE Spectrum, see the Community Engagement Toolkit for the full framework

Applicants are highly encouraged to review and reflect on the community engagement spectrum and the other resources, strategies, and examples included in the toolkit that expand on each level of community engagement.

WHAT IS EVIDENCE OF GOOD COMMUNITY ENGAGEMENT?

The [Community Engagement Toolkit](#) provides a number of specific Oregon examples of what good community engagement looks like, sounds like, and feels like in practice. Good engagement may include some discomfort or disequilibrium for school or district leaders as they stretch into new roles and processes.

In submitting integrated guidance plans, applicants are required to demonstrate evidence from community engagement efforts, including key artifacts that indicate connections between these efforts and the plans that were created. Suggestions of good artifacts or evidence include:

- **Artifacts that indicate the content of the engagement effort.** For example, a sign-up sheet only indicates who attended an event, while meeting minutes indicates what was shared and discussed during that event.
- **Artifacts that were created by partners beyond the applicant team,** including being created by students, families, and communities themselves. For example,

if the engagement event is a gallery walk, artifacts from this could be the posters the community creates for each other to examine key issues.

- **Artifacts that provide a realistic sense of the level of community engagement that actually exists -** artifacts that are truthful in where your community engagement efforts exist along the community engagement spectrum and do not suggest a higher level than what is actually happening.
- **Artifacts that create clear connections** between your engagement efforts and the ways they informed your integrated guidance plan.
- **Artifacts that provide evidence of strengths-based, trauma-informed, equity centered practices.** For example, making certain that engagement spaces and processes are safe, inclusive, provide adequate nutrition, child care, translation/ASL services, and that meetings are held when a majority of students and families are able to attend.

Additionally, consider the following as you collect these artifacts of engagement:

- Always ask for consent that includes the purposes by which you are creating an artifact of the engagement (e.g., if you are taking pictures, share how you will use them and offer to share them for the community to also own). Communities should not be tokenized for their value or extracted⁵⁸ from because they are required to be engaged.

⁵⁸ Extraction in this context is the instrumentalization or taking from communities without their consent, full knowledge, or for the benefit of others besides the community. For more, see "[Stop Taking and Extracting from Communities of Color](#)"

- Consider how the communities wish to be shared or represented, and if you are in a collaborative mode of engagement (e.g., level 4 of the SIA spectrum), consider how these artifacts can be co-constructed or generated by communities.

Finally, the requirements in this guidance to engage communities are not just intended to serve the outcomes, strategies, and activities in your integrated guidance plans, but to support historic, current and future efforts to build relationships with your communities. When planning community engagement efforts and events, consider who on your team/district has relationships with families/communities, how to avoid false promises that could erode trust down the road, what pre-existing groups or community engagement mechanisms exist that you could utilize, and how you will continue to follow-up with communities to demonstrate the ways in which you've followed through on commitments, evolved, and continued to learn about your own strengths and learning edges related to equity awareness and practice.

ENGAGING ON MULTIPLE PROGRAMS FOR STUDENT AND COMMUNITY UNDERSTANDING

This integrated guidance presents the opportunity and requirement for applicants to engage communities for all six integrated programs plus CTE, not just SIA and CTE who formerly held this requirement.



Strategies and approaches to consider:

- Understand how the programs intersect and which goals you can support and get input on that thread across multiple programs
 - Clear awareness of integrated funding -- what is available to the region/district -- avoiding false promises and building trust
- CTE-Meaningfully engage currently hidden populations (such as justice-connected youth and adults; single parents; and learners experiencing homelessness, high mobility, or other instability in their housing situation) as they are often placed on the margins of the education and workforce systems
 - Look beyond those individuals (including students, staff, and community members) that are typically part of the discussion, and to new perspectives to understand the scope of the institutional barriers and to gain insight on program improvement
- Leverage local employer engagement which allows for systems thinking beyond graduation
- Build on the systems and work created through previous improvement planning and implementation

COMMUNITY ENGAGEMENT IN SMALL OR RURAL DISTRICTS

Community engagement is vital regardless of the size of a district. Still ODE recognizes that the requirements for districts with an Extended ADMw of 100 or lower should be realistic and better match reality. Applicants will still be required to show evidence of engagement with each applicable focal student group, their families, and staff. The number of artifacts required to show evidence of quality engagement are reduced from five to two. The two artifacts must reflect two different strategies to engage the community, focal students, and staff in the planning process.

INTEGRATED NEEDS ASSESSMENT

The process of assessing needs is a critical part of the continuous improvement cycle. As applicants approach assessing the needs in their district, it is important to have a clear understanding of the various processes and tools available and / or required.

- A **needs assessment** is a process, supported by tools, that unfold and build over time. The information gathered through the process is then used to help teams and communities prioritize improvement efforts and to ensure the equitable implementation of policy, practices and procedures that translates into resource allocation, education rigor, and opportunities for all students, especially historically and currently marginalized youth, students, and families including civil rights protected classes.

A comprehensive and integrated needs assessment examines practices, systems health and program quality, is informed by community input and yields the best results when honest reflective discussion considering multiple viewpoints are included as part of the process. It includes a robust analysis of disaggregated student performance data including trends for focal student groups. Root cause analysis may also be conducted to further examine core issues impacting outcomes.

Needs assessment tools support applicants to capture a moment-in-time analysis of needs. It can offer a summary of the deep work done through ongoing engagement and needs assessment processes. A summary, or highlights, of the needs assessment is an important artifact and can be used when sharing proposed priorities, outcomes and strategies with the community, and be further vetted for alignment with community input.

COMPONENTS OF AN INTEGRATED NEEDS ASSESSMENT PROCESS

CONSIDER COMMUNITY ENGAGEMENT INPUT

Community engagement efforts provide critical information. It is important to review input, to notice and document patterns and trends that have emerged when assessing needs. Trends and themes may vary across community groups including students, focal groups, families and community partners.

REVIEW DISAGGREGATED DATA

Multiple sources of information across grades and subject areas, with specific attention to the needs of student focal groups helps to inform the assessment. Other important sources of data about student well-being, climate, feelings of belonging, attendance and behavior are also factored into the process. In addition to student data, it is important to review staff data such as retention rates, staff to student ratios, staff well-being, etc.

IDENTIFY PRIORITIES ALIGNED TO THE FOUR COMMON GOALS

Review the four common goals introduced in Section 1. They represent shared goals across the six programs in this guidance and are aligned to [Oregon's State ESSA plan](#).

AN INTEGRATED NEEDS ASSESSMENT TOOL

A new [integrated needs assessment](#) that aligns questions previously required for applicants by the separate programs addressed in this guidance is now offered for applicant use in preparation for the integrated application in March 2023. The integrated needs assessment is designed to capture the moment-in-time analysis of needs. It is a summary of the deep work done through the comprehensive needs assessment and is aligned with the four common goals shared across the six programs.

A summary, or highlights, of the needs assessment is an important artifact and can be used when sharing proposed priorities, outcomes and strategies with the community, and be further vetted for alignment with community input.

Applicants will not be required to submit their needs assessment to the ODE, but are expected to use the notes captured on the integrated needs assessment to inform their integrated application and integrated planning and budget template.

Additionally, applicants are encouraged to share their integrated needs assessment with their ESD Liaison and / or CTE Regional Coordinator to support regional planning.

CONSIDERATION OF THE QUALITY EDUCATION MODEL

Review the recommendations in prior reports to inform your decision-making. The [QEC reports](#) speak to emerging and best practices while naming essential areas of focus for continuous district and school improvement.

REVIEWING AND USING REGIONAL CTE CONSORTIA INPUTS

CTE Regional Coordinators are experts in developing and improving CTE Programs of Study in partnership with local districts, colleges, workforce partners and employers. Bringing in much needed labor market data and projections and the CTE disaggregated student data to the table, they are a necessary partner in the development of the integrated application. The district application process will use regional CTE priorities and consortium goals as an input to their planning process. The information provided in the integrated application will feed back into the CTE consortia. However, the goals, outcomes, and activities in the individual plan and application should support the regional priorities.⁵⁹

Community colleges are also an integral partner in CTE planning. Whether a community college is a part of a regional consortium, or a direct recipient of Perkins funds, they play a significant and important role in CTE opportunities. All districts working with the integrated guidance should prioritize including their regional community college partners in discussions around CTE plans and activities. The most efficient way is to take advantage of regional meetings through the CTE Regional Coordinator. Community College (CC) CTE programs are directly tied to regional labor market needs, and CC CTE programs will also have local/regional industry advisory committees that meet at least twice a year. Collaborative relationships between postsecondary and secondary schools have mutual benefits for students participating in CTE programs, and benefits for both secondary and post-secondary institutions. Collaboration may particularly benefit students' access to work-based learning opportunities, earning of college credits with a purpose, and smooth transitions to college.

⁵⁹ For districts that are part of a CTE consortium, consortia funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and may not be reallocated to individual members of the consortium. Consortia funds will flow through the consortium lead, and planning of district funds will enhance regional priorities. The [CTE Policy Guidebook](#) is a useful additional reference.

IMPORTANCE OF COMMUNITY COLLEGE PARTNERSHIPS

Aligning to post-secondary CTE opportunities is an important element of Perkins. When collaboration between CTE instructors and secondary CTE teachers is encouraged and supported by K-12 administrations, benefits can include:

- CTE instructors and CTE teachers working together in Professional Learning Communities (PLC). PLC opportunities strengthen alignment, and teacher practices.
- Secondary CTE teachers may be able to provide dual credit classes in their Program of Study offerings. Students receiving dual credit while in high school may choose to continue their studies at the postsecondary level. Dual credit opportunities can count towards the short-term certificates, Career Pathway Certificates, or a AAS degree that may be available at the regional CC.
- Some of these opportunities can result in students even obtaining a short-term certificate or Career Pathway certificates prior to graduation from high school.

Community College CTE programs can also benefit secondary partners by sharing what work-based learning simulated practices the CC have implemented and sharing how they create and monitor Work Experiences in Community College CTE programs. Secondary schools may have limited resources, so being able to learn from post-secondary practices can lessen the cost and expedite the time it would take secondary partners to research information, curriculum, and practices. Lastly, strong collaboration may allow the secondary partners to have access to opportunities, partnerships and resources that would not be available at the secondary level.

REQUIREMENT TO EXAMINE POTENTIAL IMPACT ON FOCAL STUDENTS TIED TO PLANNING DECISIONS

The Student Investment Account requires three steps that are beneficial to strengthen the integrated plans for all six programs under this guidance:

1. An analysis of academic impact⁶⁰ from the strategic plan put forward including describing how focal student groups will benefit from the plan⁶¹
2. Identification of what funding under what allowable uses will be designated to meet student mental and behavioral health needs
3. Identify which focal student groups might not meet performance growth targets put forward in the plan⁶²

60 See [ORS 327.185](#), 6(a)(B)

61 See [ORS 327.185](#), 7(b)(C)

62 See [ORS 327.190](#), 5(c)

DEVELOPMENT OF A FOUR-YEAR PLAN WITH CLEAR OUTCOMES, STRATEGIES AND ACTIVITIES

Once improvement priorities become clear, articulating those priorities through the integrated application and developing outcomes, strategies and activities for planning and budgeting begins. The general parameters of outcomes, strategies and activities is provided below, and is followed by examples of each.

One thing applicants should keep in mind is that we often first see adult behaviors shift and those shifts lead to changes in student outcomes. Using a causation (if/then) approach can be powerful when developing effective plans.

Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work

is in relationship with. Some changes can be short-term and others can be long-term. What's important is focusing on the specific kind of knowable change that would occur if your efforts were successful. Lagging indicators, such as those included on district and school report cards, or the Longitudinal Performance Growth Targets (outlined in the SIA and included in the integrated application) are long-term changes that would be seen over time. Progress Markers name some of the kinds of changes that ODE is hoping these investments cause over time with the understanding that they likely show the pathway of changes that eventually lead to metrics change. Other local metrics and assessments may provide additional data sources that can point to desired changes, including through mental health data sources.

Example Outcomes:

- Data teams frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance
- Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (as developmentally appropriate), and families
- All students, especially those in focal groups, report an increased sense of belonging at school
- High schools and colleges work together with industry partners to transition students smoothly from program entrance to degree or certificate and into employment in their field
- Reduced number of students referred to the juvenile justice department

Strategies support your long-term outcomes and describe the approach you are planning to take. Strategies are typically implemented in one to three (and sometimes more) years. They may include a theory of action framework and consider resources, context, people and timelines. Applicants will need to be prepared to articulate how their selected strategies were informed by focal groups as part of the integrated application.

Example Strategies:

- Implement a school-wide [Integrated Model of Mental Health](#) inclusive of strengths-based, equity-centered, trauma- and SEL-informed culturally affirming and sustaining pedagogy, and related principles and practices to create healthy, safe and inclusive school environments
- By providing professional learning on early literacy instructional practices, along with coaching and team-planning time for primary teachers, then those teachers will apply early literacy instructional best practices, and students' reading and writing abilities will improve
- Utilize continuous examination of data to determine which students have access to work based learning or career connected learning experiences, or completing at least 3 credits in a CTE Program of Study

Activities are concrete plans, actions, or investments that are oriented to smaller steps or shorter time-frames within the arc of a given strategy or set of strategies.

Example Activities:

- Hire two additional counselors
- Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the district level
- Purchase SEL curriculum
- Contract for trauma informed professional learning
- Expand CTE FTE to offer additional credits in the computer science Program of Study
- Hire a career connected learning specialist to develop employer/school relationships and to build work based learning opportunities
- Convene partners to examine selection and enrollment practices that may create barriers for all students to participate in career connected learning activities such as dual credit, CTE, and work-based learning experiences

Putting it All Together

OUTCOME

All students will be on track to graduate by the beginning of tenth grade.



STRATEGY

Ninth grade teachers will meet regularly to review student data and identify barriers and supports needed.



ACTIVITY

Ninth grade teachers will take part in professional development based on ninth grade on track research from the University of Chicago.

STRENGTHEN YOUR PLANNING BY REVIEWING STATEWIDE STUDENT SUCCESS PLANS

While not formally required by rule or statute, the intention of state investments in dedicated Student Success Plans informed by community expertise is to have key elements of each plan get scaled and be activated in district and school planning.

[Appendix F](#) has been developed as a valuable cross-reference of each dedicated SSA Plan.

Each plan is also shared here for independent review and to honor the full work of each advisory.

- [American Indian/Alaska Native Student Success Plan](#)
- [African American and Black Student Success Plan](#)
- [Latino/a/x & Indigenous Mexican, Central, South American, and Caribbean Student Success Plan](#)
- [LGBTQ2SIA+ Student Success Plan](#)

As you create and implement your equity lens, consider how the groups and voices you wish to prioritize may also be represented in these plans and how you can engage with these plans to support them.

ACTIVITIES THAT WOULD ADVANCE MENTAL HEALTH AND WELL-BEING INCLUDE:

Making space and resourcing the time for daily care and connection activities. See [Care and Connection Activities](#), and [Preparing for Breaks and Transitions with Care and Connection](#) for ideas.

Giving staff permission and resourcing dedicated time daily to create opportunities in the classroom and the school building to focus exclusively on care, connection and community building.

Explicitly giving staff permission and resourcing the time to employ creative, expressive teaching and learning strategies (see [Care and Connection Activities](#)) to ensure strengths-based, trauma-informed, equity-centered environments where students can express their experiences and their learnings in ways that are self-directed and empowering.

Spending on communications activities that encourage students and staff to make use of mental health services and supports.

Providing all school community members with a comprehensive list of local resources that are visibly posted on school and district websites.

Resourcing professional learning opportunities, including communities of practice, focused on building mental health literacy and increasing knowledge and skills for working with individuals with mental, emotional, and social challenges.