

Care and Connection: District Examples

This document includes excerpts from school districts' submitted ESSER III plans. Not all districts are represented here. Responses have been lightly edited for grammar and clarity.

- Astoria SD: Provide a Family Resource Center for students and families to help with engagement.
- Bandon SD: District provided all school supplies, backpacks, lunch boxes and sporting fees (supplies for students).
- Centennial SD: The district will implement affinity spaces for students. Training provided to staff who will then facilitate spaces for students.
- Douglas County SD 15: Extra time and space have been planned during the school day every Wednesday for relationship building and social/emotional support.
- Dufur SD: We have developed a "Calm Room"; this room is staffed all day and has multiple areas for students to take a break, work quietly or meet with our LCSW.
- Elgin SD: We have added full time art and music programs to support students' access to creative outlets.
- Gaston SD: We will hire a Campus Connection specialist, who will implement Tier II support for students, assist in Character Strong implementation, and provide additional resources to teachers, students, and families.
- Gresham-Barlow SD: Counselors on Special Assignment have worked with a team of teachers from our schools at all levels to plan for weekly K-12 advisory lessons.
- Junction City SD: We will engage families and provide a system of care as well as support through the district-sponsored Preschool Promise Program by building a playground to support mental health and age-appropriate activities through outside play.
- Knappa SD: Funding a community connector position to act as a parent/school liaison to address affective, cultural, and emotional needs of students.
- McKenzie SD: District CARE Team to identify the barriers to success our students, staff and families face, utilizing district and outside resources to address needs.
- Oregon City SD: Care & Connection logs detail interaction with students and families, discipline referral rates and tracking, attendance rates, engagement data, surveys.
- Parkrose SD: Increased access to arts integration to process ideas and heal PK-12. Resources/training for staff in healing practices for conflict and restorative practices.
- Phoenix-Talent SD: School Based Health Centers will be accessible to all students in an equitable manner in which they can meet the needs of mental and physical health.
- Port Orford-Langlois SD: Partnerships with our community to provide gardening instruction during the school year as well as our summer enrichment programs.
- Salem-Keizer SD: Student mentors at all high schools to work directly with students and families as advocates and support.
- Scio SD: We have increased our mentor/mentee (advisory) period to 5 days a week vs. once a week and developed new curriculum focused on building authentic relationships with our students.
- Sisters SD: We have added our "All Belong Coordinator" whose primary goal is to continually assess and address issues that impact our feeling of belonging.
- South Umpqua SD: Artist in Residence Programs/Field Trips/Interactive Assemblies for Grades K-12, with a focus on the performing and visual arts and STEAM.
- Wallowa SD: We are establishing opportunities for relationship and community development, as well as student voice and leadership.