Below is a summary of your responses

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Montana School District ARP ESSER Plans

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

i. implementation of evidence-based interventions;

ii. address the student groups specifically that were disproportionately impacted by the pandemic; and

iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

This template will guide the development of the school district's (LEA's) ARP ESSER plan. The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to beginning your school district ARP ESSER plan, consider the following:

- Has your district and/or individual schools within the district completed a Gap Analysis to assist in identifying the top needs due to Covid 19? If no, click on Gap Analysis.
- What kinds of data assisted you in identifying the gaps?
- What were the needs you identified in your subgroups?
- Did you meet with all stakeholders to get input on needs and possible solutions to formulate a plan for the funds? (Parents, Students, Teachers, Staff, Community Members, Tribal Members, School Board, etc…) If not, how will you make this happen prior to creating your plan?

Instructions for completing your school district ARP ESSER plan

- When you reach a stopping point, click Next to save your work. Return anytime before August 24 to finish your submission.
- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

While completing your school district ARP ESSER plan, consider the following:

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due

September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

Resources to help with completing your plan

- **Curriculum Selection**
- **Acceleration Guidance**
- **ESSA Tiers of Evidence**
- **Gap Analysis Tool**
- **U.S. Department of Education FAQ - ESSER/GEERS**
- **FAQ's of Maintenance of Equity Requirements**
- **Montana Office of Public Instruction ESSER website**
- SEL Priorities

Next Steps:

- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.
- Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months. The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts.

Please choose your county and district from the dropdown.

County: Richland

District: Sidney Elem, LE0745

Who is submitting this form?

Brent Sukut

Please indicate your role in the district.

- (●) **District-level Administrator**
- ( ) Principal
- ( ) Other (Please identify your role in the box below.)

What is your official school district email address?

bsukut@sidneyps.com

What is your school district phone number?

406-433-2366

1. School District-Identified Priorities

Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

- [x] **Priority 1**

  Learning loss and mental wellness of students and staff

- [x] **Priority 2**

  Access to technology

- [x] **Priority 3**

  Safety and sanitation within buildings

When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

Attendance, interim assessments, youth risk behavior surveys, behavior slips, MTSS meeting notes, staff referrals, general surveys, parental reports.

Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- [x] **Economically Disadvantaged (Free and Reduced Lunch)**
- [ ] White
- [ ] Black or African American
- [ ] American Indian or Alaska Native
- [ ] Multi-Racial
- [ ] Migrant
- [x] **Homeless**

- [x] **Homeless**
- [ ] Foster Youth
- [x] **Children with Disabilities**
- [x] **Male**
- [x] **Female**
- [x] **English Language Learners**
- [ ] Other (please identify in the box below)

2. Meaningful Consultation

ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- [x] **Parents**
- [x] **Students**
- [x] **Teachers**
- [x] **Staff**
- [x] **Tribal governments**
- [x] **Local bargaining units**
- [x] **Educational advocacy organizations**
- [x] **County health departments**
- [x] **Community members**
- [ ] Other (please identify in the box below)

What method(s) did you use to seek stakeholder input? Choose all that apply.

- [x] **Webinars**
- [x] **Public meetings**
- [x] **Website**
- [x] **Media**

- [x] **Social media**
- [x] **Email**
- [ ] Other (please identify in the box below)

3. Goals

Goal Action Plan:
Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.
Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

- [x] **Math Goal**

Goal-Through the MTSS process, the district will identify all students performing below proficiency at their grade level and incorporate interventions specific to the learning needs of each identified student. Assessments-Star Math, Fastbridge, formal and informal teacher assessment, Smarter Balanced

- [x] **ELA Goal**

Goal-Through the MTSS process, the district will identify all students performing below proficiency at their grade level and incorporate interventions specific to the learning needs of each identified student. Assessments-Star Reading, Fastbridge, Smarter Balanced, formal and informal teacher assessment.

- [ ] Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.)

Goal Action Plan, Part 2:
Identify what strategies/action steps will be used to support the achievement of the goals.
Describe a realistic and achievable timeline to achieve the goals.
I
dentify who is responsible to ensure the strategies/action steps are achieved.
Click the box and provide the text response for each applicable box.

- [x] **Math Goal Strategies, Actions, Timelines, and Assignments**

Through the MTSS process, data will be collected regularly to ensure desired student progress is met by identified students. Students will be given specific interventions to meet their learning needs. Progress monitoring of students will occur weekly, monthly and each semester. This data will be analyzed by teachers, individual MTSS teams, and

administrators regularly. All identified students performing below proficiency at their grade level will show growth toward grade level proficiency by the end of the 2023-2024 school year.

- [x] **ELA Goal Strategies, Actions, Timelines, and Assignments**

Through the MTSS process, data will be collected regularly to ensure desired student progress is met by identified students. Students will be given specific interventions to meet their learning needs. Progress monitoring of students will occur weekly, monthly and each semester. This data will be analyzed by teachers, individual MTSS teams, and administrators regularly. All identified students performing below proficiency at their grade level will show growth toward grade level proficiency by the end of the 2023-2024 school year.

- [ ] Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- [x] **American Indian or Alaska Native**
- [x] **Black or African American**
- [x] **Hispanic**
- [x] **MultiRacial**
- [x] **White**
- [x] **Free and Reduced Lunch**
- [x] **Homeless**
- [x] **Students with Disabilities**
- [ ] None

For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- [x] **American Indian or Alaska Native**
- [x] **Black or African American**
- [x] **Hispanic**
- [x] **MultiRacial**
- [x] **White**

- [x] **Free and Reduced Lunch**
- [x] **Homeless**
- [x] **Students with Disabilities**
- [ ] None

For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Hispanic
- [ ] MultiRacial
- [ ] White
- [x] **Free and Reduced Lunch**
- [x] **Homeless**
- [x] **Students with Disabilities**
- [ ] None

Describe your Math goal for each identified student group.

Goal-Through the MTSS process, the district will identify all students performing below proficiency at their grade level and incorporate interventions specific to the learning needs of each identified student.

Describe your ELA goal for each identified student group.

Goal-Through the MTSS process, the district will identify all students performing below proficiency at their grade level and incorporate interventions specific to the learning needs of each identified student.

Describe your Other goal for each identified student group.

Goals are specifically outlined in student 504 plans and IEPs. District agreements with other students are set and monitored regularly.

If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal

other goal, would you be willing to have the SEA share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No.

4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- (●) **Yes**
- ( ) No

Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- [x] **Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)**
- [x] **Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)**
- [x] **Title I, Part C of the ESEA (Education of Migratory Children)**
- [x] **Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**
- [x] **Title II, Part A of the ESEA (Supporting Effective Instruction)**
- [x] **Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)**
- [x] **Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)**
- [x] **Title IV, Part B of the ESEA (21st Century Community Learning Centers)**
- [x] **Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)**
- [x] **McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act**
- [x] **Carl D. Perkins Act Career and Technical Education Act**
- [x] **IDEA, Part B (Excess costs of providing FAPE)**
- [x] **IDEA, Part B (Coordinated Early Intervening Services)**
- [x] **Workforce Innovation and Opportunity Act**

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies,** to the greatest extent practicable, in order to continuously operate schools for in-person learning.

If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- [x] **Mental health supports**
- [x] **Social emotional learning**
- [x] **Academic support**
- [x] **Extended learning/enrichment**
- [x] **Hiring new staff and avoiding layoffs**
- [ ] Meeting the nutritional needs of underserved students.
- [x] **Locating absent students and re-engaging disconnected youth**
- [x] **Providing safe, healthy, inclusive learning environments.**
- [x] **Activities to address the unique needs of at-risk populations.**
- [x] **Developing and implementing procedures and systems to improve the preparedness and response efforts**
- [x] **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases**
- [x] **Purchasing supplies to sanitize and clean the facilities**
- [x] **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**
- [x] **Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**
- [x] **School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to**

support student health needs.

- [x] **Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement**
- [ ] Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at OPI's Multi-Tiered Systems of Support page.

How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- [x] **Extended learning time**
- [ ] Tribal/community engagement
- [x] **Wraparound academic/health/social services**
- [ ] SEL learning supports
- [x] **Evidenced-based curriculum**
- [x] **Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.**
- [x] **Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.**

- [x] **Accelerating learning through instructional approaches:Out-of-school time programs- Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.**
- [x] **Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.**
- [x] **Access to and effective use of technology**
- [x] **Engaging families in digital learning training and effectively using technology and platforms**
- [x] **Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction**
- [ ] Providing information and assistance to parents and families on how they can effectively support students
- [x] **Tracking student attendance and improving student engagement provided by the school**
- [x] **Using data about students opportunity to learn indicators to help target resources and support**
- [x] **Professional Learning Communities**
- [x] **Access to advanced coursework, dual enrollment, work-place learning, and/or internships**
- [x] **Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**
- [x] **Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs**
- [ ] Other (please identify in the box below)

How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- [x] **Extended learning time**
- [x] **Tribal/community engagement**
- [x] **Wraparound academic/health/social services**

- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
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- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students

students

- [x] **Locating absent students and re-engaging disconnected youth**
- [x] **Providing safe, healthy, inclusive learning environments**
- [x] **Activities to address the unique needs of at-risk populations**
- [x] **Developing and implementing procedures and systems to improve the preparedness and response efforts**
- [x] **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases**
- [x] **Purchasing supplies to sanitize and clean the facilities**
- [x] **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**
- [x] **Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**
- [x] **School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**
- [x] **Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**
- [ ] Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No.

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

all that apply.

- [x] **Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff**
- [ ] Cover costs of bonuses for recruiting and retaining educators and support personnel
- [x] **Additional pay for additional work**
- [x] **Class-size reduction**
- [x] **Technology to support learning: enable students to learn anywhere and teachers to teach essential standards**
- [x] **Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)**
- [x] **Staffing additional physical and mental health support staff (counselors, social workers)**
- [ ] Other (please identify in the box below)

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

0

Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

4

If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

No.

8. Monitoring and Measuring Impact of ARP ESSER funds

How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

Through the MTSS process, the district will identify all students performing below proficiency at their grade level and incorporate interventions specific to the learning, behavioral and social/emotional needs of each identified student.

Please indicate the type of data you are obtaining and using to monitor outcomes.

- [x] **Early Warning System**
- [x] **Interim Formative Assessment**
- [x] **Opportunities to Learn surveys**
- [x] **Summative assessments**
- [x] **Chronic absenteeism**
- [x] **Student engagement**
- [x] **Use of exclusionary discipline**
- [x] **Advanced coursework**
- [x] **Access to technology**
- [x] **Educator PD on technology**
- [x] **Access to and preparation of high-quality educators**
- [x] **Access to mental health and nursing staff**
- [x] **Student, parent, or educator surveys**
- [x] **Per-pupil expenditures**
- [x] **Classified and certified staff (numbers of positions or people)**
- [x] **Summer, Afterschool, and ESY enrollment**
- [x] **Health protocols**
- [ ] Student enrollment by Mode of instruction
- [ ] Student attendance by Mode of Instruction
- [ ] Other (please identify in the box below)

The OPI has created a way for the district respondents to return to this plan and edit it multiple times before submitting. You can return anytime before August 24 to finish your submission.

- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.

- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

- This plan must be monitored continuously and updated every six months.
- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.

Thank you for your submission!

BACK

NEXT

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