

Bigfork School District #38

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

Date of Adoption: August 19, 2020

Revision Dates: Sept 9, Sept 25, Oct 7, Nov 11, Dec 9, Jan 6, Jan 13, Feb 10, Feb 17 Feb 22, Mar 10, April 14, Aug 18, 2022

HISTORICAL RECORD

Anticipating COVID-19 spreading to the United States, Bigfork School District began Google Level I training for all certified staff and interested classified staff in February of 2020. On March 4, 2020 the Bigfork Board of Trustees reviewed the Google training details and options to continue instruction virtually in the event there was a local lockdown response similar to other countries.

On Sunday, March 15, 2020, Governor Bullock issued an executive order to close all in-person instruction. Bigfork Schools started virtual instruction on Tuesday, March 17. On March 25, Trustee Anderson made a motion to declare an unforeseen emergency in accordance with Sections 20-9-801 through 20-9-806 MCA, due to the community and school health concerns related to COVID-19 and authorize the administration to take the necessary steps to execute this declaration and implement the Bigfork School District Plan of Action.

Bigfork schools continued to provide virtual instruction for the remainder of the 2019-2020 school year with the exception of 1:1 instruction and assessment. On April 22, 2020, Governor Bullock lifted the Stay at Home Order, while setting expectations for schools to begin a phased reopening. On May 7, 2020 schools were provided an option to return to on-site instruction. Despite limited time, lack of PPE and other safety precautions, Bigfork Schools was able to provide some on-site services for our most challenged students as well as gather assessment data for all 3rd – 8th grade students. This data proved valuable for the back to school planning for the 2020 – 2021 school year.

The Bigfork Schools Phased Reopening Plan centered on being able to provide on-site instruction, remote synchronous instruction, as well as a hybrid model of synchronous and asynchronous instruction. The plan incorporated recommendations and requirements from DPHS, FCHD and the CDC to limit exposure and mitigate transmission of COVID-19.

In October of 2020, Flathead County positive case numbers for COVID-19 increased beyond the capacity of the contract tracers for FCHD and KRHC. In an effort to keep our schools open to on-site instruction Bigfork School Administrators were trained and deputized as Flathead County Contract Tracers and served in that capacity through the 2020-2021 school year.

In response to growing political opposition to mitigation strategies implemented by the district and guided by DPHS, FCHD and the CDC, in December of 2020 Bigfork Schools established a

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COVID Advisory Committee consisting of board members, staff, and community members. The advisory committee continued to meet through February of 2021 discussing a range of COVID-19 topics mostly related to instituted mitigation strategies and the changing landscape of COVID-19. On February 10, the Bigfork Board of Trustees approved Policy 1910 extending emergency leave measures through the school calendar year. On February 17, the board approved a motion to continue with face coverings as a mitigation strategy through March 12, 2021. On February 22, the board approved a motion to open all school facilities for regular use on April 3. On March 10, the board approved a motion to extend the face covering mitigation strategy through April 9. On August 18, 2022, the board reviewed the plan with no changes.

Bigfork Schools maintained on-site instructional opportunities throughout the 2020-2021 school year. Three calendar changes were approved by the board allowing staff additional instructional preparation time and professional development opportunities to respond to the demands of providing on-site instruction, remote synchronous instruction, as well as a hybrid model of synchronous and asynchronous instruction. Additionally, all student activities fulfilled full season schedules through flexible rescheduling of postponed events due to positive cases or quarantines of scheduled competitors.

Bigfork Schools ended the 2020-2021 school year with around 8% of students testing positive for COVID-19 and 26% of staff testing positive for COVID-19.

On October 13, 2021, the Bigfork Board of Trustees approved Policy 1910 extending emergency leave measures through the 2021-2022 school year.

ESSER FUNDING

Fund Source	Time	BF Elem	BF H.S	Total Funds
MT CRF	March 2020 – December 2020	\$308,262	\$141,474	\$449,736
ESSER I –	March 2020 – Sept 2022	\$137,300	\$48,376	\$185,676
ESSER II – App. Due Sept. 1	March 2020 – Sept 2023	\$478,599	\$178,038	\$656,637
ESSER III – Safe Return Plan Draft due June 24	March 2020 – Sept 2024	\$1,037,026	\$379,559	\$1,416,585

Bigfork Schools uses ESSER II & ESSER III funds to Prevent, Prepare, Respond to COVID – 19. We have a duty to address the past, ongoing and future needs present by COVID -19. All stakeholders have been active in the process throughout the pandemic and continue to assist in driving the planning for our future. We have assessed our school specific needs and evaluated them against allowable uses for ESSER II & ESSER III funds. We continue to study and seek guidance from federal and state agencies including the OPI. Expenditures are as diverse as the complications presented by COVID – 19.

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Prevent:

- Hire additional custodial services to prevent the spread of COVID-19.
- Purchase PPE to minimize the spread of COVID -19.
- Purchase air purification classroom systems to prevent the spread of COVID -19.
- Assess all HVAC systems for proper ventilation and indoor air quality parameters.
- Conduct a full test and balance of all systems to assess, evaluate and determine a path forward to provide proper ventilation requirements while balancing energy costs.
- Purchase cleaning supplies used to minimize the spread of COVID – 19
- Purchase HVAC filters to minimize the spread of COVID – 19
- Purchase Chromebooks to reduce sharing of technology devices to prevent spread of COVID – 19.

Prepare:

- Purchase hardware and software (i.e. desktops, laptops, Chromebooks, interactive boards and associated software) to assist students and staff through on-site and remote education.
- Hire a communication specialist to assist in keeping community up to date with information related to on-site and remote instruction.

Respond:

- Hire certified and classified staff on additional contracts to address learning loss.
- Hire certified and classified staff to supplant elimination of anticipatory enrollment increases from state funds.
- Hire certified staff to gather student achievement data determining individual and grade level student learning loss.
- Provide supplies for summer school learning programs.
- Hire administrative staff to organize, respond and supervise extended service contracts for classified and certified staff.
- Contract remote learning contracts (i.e. Virtual High School, MTDA) to support remote education.
- Supplement substitute salaries from staff absent due to COVID – 19.
- Purchase curriculum materials to allow for remote education access.
- Hire certified staff to complete additional assignments supporting on-site and remote students.
- Hire mental health professionals to support social, emotional, and mental health needs of at-risk students.
- Respond to schedule changes, travel accommodations and cleaning protocols for student activities.
- Hire ESSER fund audit and legal services.

SAFETY MEASURES

The District is taking the following measures to safely provide in-person instruction, including consideration of guidance by the CDC and state and local health officials as follows:

Universal and correct wearing of masks

On February 17, 2020, the Bigfork Board of Trustees reviewed Policy 1905 COVID-19 Emergency Measures, Governor Gianforte's February 12 Directive Implementing Executive Order 2-2021 and Flathead County Health Director letter to Flathead Valley superintendents. A motion passed to continue the mask procedure in place until March 12, 2021. On March 10, the Bigfork Board of Trustees extended the mask requirement deadline to close on April 9, 2021. Bigfork Schools offers optional face coverings as of April 10 and into the 2021-22 school year. Masks are mandatory for students and staff on school buses per Federal law.

Physical Distancing

During the 2020-2021 and 2021-22 school years all K-5 students maintained classroom grouping by cohort including breakfast, recess, lunch and student entrance and exit of the building. All 6th-12th grade students practiced social distancing and cohort grouping by maintaining seating assignments during lunch and other non-class events. Bigfork High School students will be encouraged to maintain cohort groups by using established break out space during lunch. While physical distancing will be encouraged, cohort groups will be maintained during the 2021-2022 school year.

Handwashing and Respiratory Etiquette

All Bigfork School District employees adopted procedures regarding personnel cleaning and disinfecting in accordance with policy 1905. Additional hand sanitation stations are available at all entry points in the building, water temperatures have been adjusted and monitored and students have been trained on regular and thorough hand cleaning. Educational informational posters and flyers developed by the DPHS, FCHD and the CDC are widely posted within each building. Face coverings are optional.

Cleaning and Maintaining Healthy Facilities (including improving ventilation)

Bigfork Schools continues to take a proactive approach in preventing the spread of COVID-19. GenEon mist fogger/blowers are used to sanitize buses, gymnasiums and classrooms. Active Pure Technology air purifiers have been purchased for the purposes of diminishing the spread of COVID-19 in smaller or sustained use spaces. Koch Multi-pleat MERV 13 high capacity air filters have replaced all other air filters on campus. The high capacity filters enhance air quality in the circulation process. All air filters were replaced prior to the start of the 2021-2022 school year. The district employs a daytime custodian for cleaning and sanitizing during the school day.

Contact Tracing

Bigfork Schools continues to work with the Flathead County Health Department to identify close contacts of confirmed positive cases. Building and district level administrators have been trained and deputized for contact tracing purposes, making them ready to fulfill all aspects of the quarantine process as needed.

Diagnostic and Screening Testing

Bigfork Schools acts as a conduit and resource for students, staff and community members with inquiries on testing sites or protocols.

Vaccinations

The District will act in accordance with state and federal law with respect to vaccinations for its staff and eligible students.

The District will not refuse, withhold from, or deny a person any services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status.

Accommodating Students with Disabilities

The District will provide accommodations to its policies for students with disabilities as determined appropriate based upon the individual student needs and in accordance with a individual accommodation plan or individualized education plan. Students requiring accommodations should contact their building administrators or Matt Porrovecchio at mattp@bigfork.k12.mt.us to request information on plans for students with disabilities.

CONTINUITY OF SERVICES

The District will provide for continuity of services as follows:

Student Academic Needs

Student progress monitoring will continue at the building level at regular intervals. Students identified as sub-proficient will be contacted for summer school/learning loss opportunities. All students regardless of proficiency status are welcome to participate in summer school/learning loss or course advancement course and programs.

Student Social, Emotional, Mental Health Needs and Other Student Needs

Bigfork Schools continues to offer a tiered system of supports for all students. Students have access to their applicable IEP or 504 plans based on assessed needs. All students have access to regular school counseling services and SAP group supports. Qualifying students will have additional therapeutic services through CSCT. Students and parents will continue to be surveyed

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to identify food scarcity needs. Bigfork Schools is looking at School Based Outpatient Therapy for the 2021-2022 school year.

Staff Social, Emotional, Mental Health Needs and Other Staff Needs

The Bigfork Board of Trustees amended the 2020-2021 school calendar to include three additional days for staff to prepare and respond to the increased teaching demands of additional instructional preparation time and professional development opportunities to respond to the demands of providing on-site instruction, remote synchronous instruction, as well as a hybrid model of synchronous and asynchronous instruction. Certified staff have been compensated at their hourly rate for additional work beyond their salaried contract. School culture and climate surveys have been administered by a third party organization, which will continue to support the school improvement process and social needs of all staff. Bigfork Schools staff have an opportunity to participate in the SAP and small group therapeutic supports facilitated by counseling and psychologist staff.

PUBLIC INPUT

The District will review this Plan at least once every six months and will provide an opportunity for public input in association with any review of the Plan. The update plan will be posted to the school website and available in printed form at the Bigfork Schools District Office.

Q1.

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.

Q5. Please choose your county and district from the dropdown.

County

District

Q6. Who is submitting this form?

Q11. Please indicate your role in the district.

District-level Administrator

Principal

Other (Please identify your role in the box below.)

Q9. What is your official school district email address?

Q8. What is your school district phone number?

4068377400

Q30. 1. School District-Identified Priorities

Q33. 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.

Priority 1

To create RTI schools that will support all students at all levels both academically as well as social/emotional in terms of mental health.

Priority 2

To use PLC's with assessments and data to support Tier 2 and Tier 3 learners to increase skills in order to get them to grade level achievement.

Priority 3

Q34. 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.

STAR, Attendance, ACT-Aspire, ACT test in high school, SBAC and interim assessments.

Q24. 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.

Economically Disadvantaged (Free and Reduced Lunch)

White

- Black or African American
- American Indian or Alaska Native
- Multi-Racial
- Migrant
- Homeless
- Foster Youth
- Children with Disabilities
- Male
- Female
- English Language Learners
- Other (please identify in the box below)

Q41. 2. Meaningful Consultation

Q25. 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.

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

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.

- Webinars
- Public meetings
- Website
- Media
- Social media
- Email
- Other (please identify in the box below)

Q72. 3. Goals

Q71.

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.

Math Goal

The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs.

The goal of Bigfork High School will be to continue to provide multiple assessments annually, reviewing scores with students and encouraging all four years of math courses. Currently students are required to take three years of math as apposed to previous classes only being required to complete two. We are exploring options for 4 years of math.

ELA Goal

The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs.

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

Data trends are analyzed through DIBELS, STAR, Reading Mastery, ACT Aspire and ACT assessment from one classroom to another. Grade level teams then collaborate through an inquiry cycle of support. When we find an oddity within a classroom or grade level, we reteach the priority standard to students demonstrating less than proficiency. Sub-proficient students receive targeted interventions as part of a double dip or What I Need (WIN) period built into the M.S and H.S bell schedule. Additionally, we solicit the observation of instructional experts identifying major trends in either curriculum or instruction, when achievement gains are slower than expected. Grade level and department level audits follow the Four Essential Questions. Question 1: What do students need to know, understand and be able to do? Question 2: How will we teach effectively to ensure students learn? Question 3: How will we know that student have learned? (Formative and Summative Feedback) Question 4: What do we do when students don't learn or reach proficiency before expectation? We work with the local preschool programs and head start programs as part of our child find program starting with 3 year old children. For students not qualifying for services, we share our K1 and Kindergarten Title 1 and Coordinating Title I programs with families. After each Kindergarten enrollment, we also schedule a home visit for each child, where we share everything to be expected in kindergarten or K1 including Title 1 supports.

Q42.

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.

Identify who is responsible to ensure the strategies/action steps are achieved.

Click the box and provide the text response for each applicable box.

Math Goal Strategies, Actions, Timelines, and Assignments

The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs. In the middle school and high school, we identify sub-proficient students to receive targeted interventions, as part of What I Need (WIN) period built into bell schedule. Additionally, our lowest performing math students receive a targeted additional period of direct math instruction.

ELA Goal Strategies, Actions, Timelines, and Assignments

In a Professional Learning Communities (PLC), staff collaborative efforts concentrate on the improvement of Curriculum and Instruction (C&I) to raise the level of student achievement. Although the strength of this program is in its simplicity, the entire process is dependent on the individual team's ability to function effectively. While grade level and subject specific teams focus on the improvement of curriculum and instruction, focus groups work to achieve specific tasks. Curriculum and Instruction teams review the Four Essential Questions and Inquiry Cycle to prioritize objectives. Focus groups are directed to use specific time based plans not exceeding 90 days to accomplish specific objectives. Grade level and department level audits follow the Four Essential Questions. Question 1: What do students need to know, understand and be able to do? (Montana Content Standards) are also re-written and shared in student friendly language.

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

The goal of Bigfork High School will be to continue to provide multiple assessments annually, reviewing scores with students and encouraging specific interventions to increase academic successes, so that they can achieve high school graduation. We use the ACT Aspire to start the goal setting process as well as review strengths and weaknesses. With the data and student input, we engage students in CTE, dual enrollment, MTDA or VHS credit recovery opportunities. The Title and PLC process is geared towards individualizing student needs and supports. Interventions are built into the regular day. As a team, we set goals which includes the basic goals of graduating high school, but is focused on building a successful pathway for future career or next step opportunities.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

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

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

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

Q64. 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
- Free and Reduced Lunch
- Homeless
- Students with Disabilities
- None

Q15. Describe your Math goal for each identified student group.

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q16. Describe your ELA goal for each identified student group.

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q65. Describe your Other goal for each identified student group.

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q67. 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 entities? If so, please briefly describe your innovation below.

Q56. **4. Coordinating Funds**

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

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- Yes
- No

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

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

Q46. 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.

Q12. 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.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs

- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- 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.
- 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.
- 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.
- 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)

Q68. 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.

Q47. 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.

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time
- Tribal/community engagement
- 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)
- 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)

Q48. 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.

- Extended learning time
- Tribal/community engagement
- 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)
- 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
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- 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.
- 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.
- 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.
- 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)

Q70. 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.

Q49. 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.

Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- 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
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)
- Other (please identify in the box below)

Q58.
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.

Q59.
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.

Q69. 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.

Q52. 8. Monitoring and Measuring Impact of ARP ESSER funds

Q53. 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?

Using PLC's to do assessments, and monitoring the data. Then look at the data monthly to monitor student growth as well as the students social/emotional growth. CSCT, Special Education Teachers, Title 1 teachers, counselors and administration will monitor behavior and communicate with students and parents on how strengths and weakness are progressing. Teaching strategies and differentiated instruction will be analyzed to improve instruction. Communication with parents and feedback will be used to further develop the students academically and socially. Health protocols will be monitored and shared with staff as needed.

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

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

Q55. 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!

Q74. Include this Survey in Exports and Analysis?

- Yes
- No
- Follow Up

Location Data

Location: ([48.199905395508, -114.30339813232](#))

Source: GeolIP Estimation





BIGFORK PUBLIC SCHOOL DISTRICT 38

*P.O. Box 188,600 Commerce Street
Bigfork, Montana 59911
Phone: 406.837.7400 Fax: 406.837.7407*

Home of the
VIKES
and
VALS

**BIGFORK SCHOOL DISTRICT ARP ESSER PLAN
UPDATED JANUARY 4, 2023**

Response Summary:

Q42.

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.

Identify who is responsible to ensure the strategies/action steps are achieved.

Click the box and provide the text response for each applicable box.

- **Math Goal Strategies, Actions, Timelines, and Assignments:**
The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one year's growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs. In the middle school and high school, we identify sub-proficient students to receive targeted interventions, as part of What I Need (WIN) period built into bell schedule. Additionally, our lowest performing math students receive a targeted additional period of direct math instruction.
- **ELA Goal Strategies, Actions, Timelines, and Assignments:**
In a Professional Learning Communities (PLC), staff collaborative efforts concentrate on the improvement of Curriculum and Instruction (C&I) to raise the level of student achievement. Although the strength of this program is in its simplicity, the entire process is dependent on the individual team's ability to function effectively. While grade level and subject specific teams focus on the improvement of curriculum and instruction, focus groups work to achieve specific tasks. Curriculum and Instruction teams review the Four Essential Questions and Inquiry Cycle to prioritize objectives. Focus groups are directed to use specific time based plans not exceeding 90 days to accomplish specific objectives. Grade level and department level audits follow the Four Essential Questions. Question 1: What do students need to know, understand and be able to do? (Montana Content Standards) are also re-written and shared in student friendly language.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:**
The goal of Bigfork High School will be to continue to provide multiple assessments annually, reviewing scores with students and encouraging specific interventions to increase academic successes, so that they can achieve high school graduation. We use the ACT Aspire to start the goal setting process as well as review strengths and weaknesses. With the data and student input, we engage students in GTE, dual enrollment, MTDA or VHS credit recovery opportunities. The Title and PLC process is geared towards individualizing student needs and supports. Interventions are built into the regular day. As a team, we set goals which includes the basic goals of graduating high school, but is focused on building a successful pathway for future career or next step opportunities.

Q71.

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.

- **Math Goal:**
The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs.
The goal of Bigfork High School will be to continue to provide multiple assessments annually, reviewing scores with students and encouraging all four years of math courses. Currently students are required to take three years of math as apposed to previous classes only being required to complete two. We are exploring options for 4 years of math.
- **ELA Goal:**
The Goal of Bigfork Elementary will continue to be based on triaged support. Based on our dedicated time, we are seeing the results of our human capital investments and the results of our new curriculum adoption and training. Specifically, we will work to ensure all students are proficient prior to the end of 3rd grade. Additionally, we expect all students to make at least the equivalent of one years growth as measured by the STAR assessment. Student whom fall below pace for adequate yearly growth will receive intervention services based on triaged needs.
- **Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):**
Data trends are analyzed through DIBELS, STAR, Reading Mastery, ACT Aspire and ACT assessment from one classroom to another. Grade level teams then collaborate through an inquiry cycle of support. When we find an oddity within a classroom or grade level, we reteach the priority standard to students demonstrating less than proficiency. Sub-proficient students receive targeted interventions as part of a double dip or What I Need (WIN) period built into the M.S and H.S bell schedule. Additionally, we solicit the observation of instructional experts identifying major trends in either curriculum or instruction, when achievement gains are slower than expected. Grade level and department level audits follow the Four Essential Questions. Question 1: What do students need to know, understand and be able to do? Question 2: How will we teach effectively to ensure students learn? Question 3: How will we know that student have learned? (Formative and Summative Feedback) Question 4: What do we do when students don't learn or reach proficiency before expectation? We work with the local preschool programs and head start programs as part of our child find program starting with 3 year old children. For students not qualifying for services, we share our K1 and Kindergarten Title 1 and Coordinating Title 1 programs with families. After each Kindergarten enrollment, we also schedule a home visit for each child, where we share everything to be expected in kindergarten or K1 including Title 1 supports.

Q34. 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.

STAR, Attendance, ACT-Aspire, ACT test in high school, SBAC and interim assessments.

Q33. 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.

- **Priority 1:**
To create RTI schools that will support all students at all levels both academically as well as social/emotional in terms of mental health.
- **Priority 2:**
To use PLC's with assessments and data to support Tier 2 and Tier 3 learners to increase skills in order to get them to grade level achievement.

Q8. What is your school district phone number?

4068377400

Q53. 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?

Using PLC's to do assessments, and monitoring the data. Then look at the data monthly to monitor student growth as well as the students social/emotional growth. CSCT, Special Education Teachers, Title 1 teachers, counselors and administration will monitor behavior and communicate with students and parents on how strengths and weakness are progressing. Teaching strategies and differentiated instruction will be analyzed to improve instruction. Communication with parents and feedback will be used to further develop the students academically and socially. Health protocols will be monitored and shared with staff as needed.

Q48. 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.

- Extended learning time
- Tribal/community engagement
- SEL learning supports
- Evidence-based curriculum
- 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
- Providing information and assistance to parents and families on how they can effectively support students
- 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
- 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
- Mental health supports
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Purchasing supplies to sanitize and clean the facilities
- 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.
- 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.
- 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.

Q11. Please indicate your role in the district.

- District-level Administrator

Q58.

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.

Q15. Describe your Math goal for each identified student group.

Every student with an IEP (Tier 3), Title I (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- Title II, Part A of the ESEA (Supporting Effective Instruction)
- Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act

Q12. 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.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Purchasing supplies to sanitize and clean the facilities
- 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.
- 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.
- 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.

Q59.

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

Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)

Q5. Please choose your county and district from the dropdown.

County Flathead
District Flathead ~ Bigfork Elem, LE0330

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.

- Public meetings
- Website
- Social media
- Email

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- Yes

Q16. Describe your ELA goal for each identified student group.

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q65. Describe your Other goal for each identified student group.

Every student with an IEP (Tier 3), Title 1 (Tier 2) and homeless students will have individual goals shared with teachers, parents, and the students to improve their assessments and skills.

Q6. Who is the Authorized Representative submitting this form?

Tom Stack

Q9. What is your AR email as shown in Egrants?

tstack@bigfork.k12.nt.us

Q25. 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.

- Parents
- Students
- Teachers
- Staff
- Local bargaining units
- Community members

Q24. 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.

- Economically Disadvantaged (Free and Reduced Lunch)
- Homeless
- Children with Disabilities

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- Interim Formative Assessment
- Summative assessments
- Chronic absenteeism
- Student engagement
- Student, parent, or educator surveys
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Tracking student attendance and improving student engagement provided by the school
- Professional Learning Communities

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- Students with Disabilities
- Free and Reduced Lunch
- Homeless

Montana School District ARP ESSER Plan Update

This tool allows districts to update their ARP ESSER plans at any point. Updates must be completed at least once every six months.

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).

Initial ARP-ESSER plans were developed through the use of a template. This plan update tool will provide districts with their most recent plan submission presented with the same fields and sections as their initial plan.

The sections of this tool match the sections of the template provided for districts to use for the creation of their plans.

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 updating your school district ARP ESSER plan, consider the following:

What data do you have available to you to measure the impact of your work and guide plan adjustments?

What feedback have you received from stakeholders around your plan and/or your plan implementation?

What steps have you taken to engage stakeholders in your update process?

Instructions for updating your school district ARP ESSER plan

- Review the information in each field to verify that it matches the information you have at the local level. In the event that there is a difference please update any impacted fields during your update process.
- It is recommended that you complete your plan revision in a single sitting. If you are unable to do this please click through to the end of the survey and note on the final page that this submission represents an unfinished update draft.
- After you hit submit you will receive an email that contains a link that you can use for your next update. If you were submitting a draft update please be sure to return to complete your draft before the deadline.

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:

- When you submit your update you will receive a confirmation email that contains a link to access a PDF of your plan submission and a link to complete your next update.

Please review the information in these fields and verify that it reflects the submission of this update.

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

December 14 2022 board meeting, high school library. Other discussions have happened over the last six months, with multiple staff members and tax payers in the community.

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"

Board Agendas, Board Discussion, Talking with Board Members about possible board projects like replacing boilers, elevators, both certified union and classified union, technology contractor, head of maintenance and tax payers.

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

Q67. 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 entities? If so, please briefly describe your innovation below.

N/A

4. Coordinating Funds

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

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.

Q68. 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.

N/A

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.

Q70. 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.

N/A

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.

Q69. 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.

N/A

8. Monitoring and Measuring Impact of ARP ESSER funds

You have reached the end of the LEA ARP ESSER Plan Update Tool.

Please take a moment to verify that your plan is fully updated. This is your last opportunity to use the back buttons to update or edit your responses before submitting.

When you are ready to submit please respond to the items below to ensure that the OPI is able to process your submission.

Q77. Please select the statement below that accurately describes your role:

- I am the Authorized Representative for this district.

Q78. Please select the statement below that accurately describes this submission:

- This is the first time we are submitting this plan update

Q79. Please Sign Here

[\[Click here\]](#)

Embedded Data:

<i>Q_R</i>	R_7X7j5ZlhcJxE9hA
<i>Recipient</i>	tstack@bigfork.k12.mt.us