

# **FRENCHTOWN SCHOOL DISTRICT #40**



## **AMERICAN RESCUE PLAN ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND**

**UNITED STATES DEPARTMENT OF  
EDUCATION**



## 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

**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.

**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.

### **Priority 1**

Addressing learning loss and provide an intervention based education to struggling students, behavioral support/analysis, and data analysis decision making to support in learning loss and recovery of content.

### **Priority 2**

To prevent, prepare, and respond to covid-19 through infrastructure upgrades, device accessibility and facility configuration/upgrades that support with safety processes/practice within the Frenchtown School District.

### **Priority 3**

Addressing learning loss regarding Special Education, curriculum analysis, professional development opportunities, and the planning and preparation required for effective teaching during Covid-19 that include learning and lesson support for online and in person learners.

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.

District uses DIBELS, STAR, MAP, SBAC, IAB, Read Naturally, and, AIMSWEB, SBAC for math and reading assessments. Targeted Intervention summer instruction based on results of this data for at-risk students. District has a special services coordinator, homeless/foster care liaison to monitor and tracks migrant populations. Services are offered to all who fall within these categories as well as those who achieve at low levels on assessments. The High School also has a credit recovery program called FACE and JMG or Jobs for Montana Graduates that support students with future direction.

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)

**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.

**Parents**

**Students**

**Teachers**

**Staff**

- Tribal governments
- Local bargaining units
- Educational advocacy organizations

**County health departments**

**Community members**

- Other (please identify in the box below)

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

- Webinars
- Public meetings**
- Website**
- Media
- Social media**
- Email**



## Other

Zoom, and Google Meets with Public/Parents/Community/Staff

### 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.

#### Math Goal

In the area of Math Frenchtown School District has targeted growth goals for each student grades K-8 of 6 RIT points based on MAP data for the 2021-2022 school year. FTSD High School has a targeted average data point on the ACT test of 20. The ACT is taken by all Juniors at FTSD. These targeted goal are to establish consistency within the district with tangible goals that are consistent with performance trends prior to Covid-19. The districts K- 8 goal for math in the 2020-21 school year is to increase the percentage of students scoring prof. in grades 3-8 by 5% from 35% in 2018-19 to 40% on the Smarter Balance Statewide Assessment (SBAC) in 2021. (Dist. 3-yr trend=38%)

#### ELA Goal

In the area of ELA Frenchtown School District has targeted growth goals for each student grades K-8 of 7 RIT points based on MAP data for the 2021-2022 school year. FTSD High School has a targeted average data point on the ACT test of 20. The ACT is taken by all Juniors at FTSD. These targeted goal are to establish consistency within the district with tangible goals that are consistent with performance trends prior to Covid-19. The districts K- 8 goal for ELA in the 2020-21 school year is to increase the % of students in grades 3-8 scoring proficient by 5% from 41% in 2018-19 to 46% on the Smarter Balance Statewide Assessment (SBAC) in 2021. (Dist. 3-yr=44%)

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

Frenchtown School District will be targeting mental health support by providing behavioral data tracking for student in need of support K-8. This targeted approach will establish behavioral interventions and help to support students that need behavioral interventions based areas of struggle. This goal is measurable for each individual and not as a collective district.

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**

Starting 2021: Interventions teachers will be located at each grade level K-3. With additional intervention staff and rubrics that target students that need additional support based on data, Frenchtown School District will be support two times the population of students that are in need of intervention at the Primary and Early Elementary Levels. Starting 2021: Frenchtown Elementary will also be providing a behavioral specialist to help with targeted behavioral needs, data and interventions for students in crisis. Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)

**ELA Goal Strategies, Actions, Timelines, and Assignments**

Starting 2021: Interventions teachers will be located at each grade level K-3. With additional intervention staff and rubrics that target students that need additional support based on data, Frenchtown School District will be support two times the population of students that are in need of intervention at the Primary and Early Elementary Levels. Starting 2021: Frenchtown Elementary will also be providing a behavioral specialist to help with targeted behavioral needs, data and interventions for students in crisis. Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)

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

Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems ofSupport)



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

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

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

Sub-Group Goal 1—Increase the % of prof. SPED students by 9% in math from 11% in 2018-19 to 20% on the SBAC in 2021. Sub-Group Goal 2—Increase the % prof. of Native Amer. students by 3% in math from 37% in 2018-19 to 40% on the SBAC in 2021. Sub-Group Goal 3—Increase the % of prof. Econ. Dis. students in grades 3-8 by 5% in math on the SBAC in 2021. The districts HS goals for math in the 2020- 21 school year is to increase the ACT math score for dist. 11th graders to 20.2 from to 19.8 in 2018-19 on the ACT test. (Dist. 3-yr=20.2). The dist.





2nd goal for math in 2020-21 is to increase the ACT College Readiness percentage of 11th grade students from 36% in 2018- 19 to 40% in 2020-21. (Dist. 3- yr.=37%) HS sub groups reported in school CSIP.

### **Describe your ELA goal for each identified student group.**

Sub-Group Goal–Increase the % of prof. SPED students in grades 3-8 by 12% in ELA from 8% in 2018- 19 to 20% in 2020 -21 on the SBAC in 2021. Sub-Group Goal 2–Increase the % of prof. of Native Amer. students in grades 3-8 by 5% in ELA on the SBAC in 2021. Sub-Group Goal 3–Increase the % of prof. Econ. Dis. students in grades 3-8 by 5% in ELA on the SBAC in 2021. The districts 1st HS goal for ELA in the 2020-21 school year is to increase the ACT ELA/English score for district 11th graders to 19.5 from 18.8 in 2018-19 on the ACT test. (Dist. 3-yr=19.7). The districts 2nd high school goal for ELA/English in the 2020-21 school year is to increase the ACT College Readiness percentage of 11th grade students from 56% in 2018-19 to 62% in 2020-21. (Dist. 3yr=62%)

### **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

### **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.

**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)**

## **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 instructional 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.



- 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 student's 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 Wi-Fi, 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.

- 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 student's 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)

## **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.

- 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)

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.

**10**

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.

**3**

### **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?

**Data Tracking system with assessment (Milepost), attendance (Infinite Campus), and State and District Testing Data.**

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)

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 any time 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](mailto: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!

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# FTSD COVID-19 Guide

Frenchtown School District wants to thank the students, the parents, the guardians, the staff, and the community members for thinking of our neighbors and keeping our community as healthy as possible. Thank you to everyone for being so patient, respectful, and gracious as we navigate educating our Frenchtown students during this pandemic.

Background Info: Schools must continue to take a multi-pronged, layered approach to protect students, teachers, staff, and community members by having protocols in place that support the safety and well-being of our constituents. Combining these layers of protection with appropriate leveled protocols, allows for learning safely of all students and staff to be possible.

It is critically important to develop a guide with specific identifiers that may trigger changes in mitigation strategies. It is necessary to formulate the most appropriate direction forward, as a school within the Frenchtown community. These plans can be revised, adapted, and changed quickly and conscientiously depending on the level of viral transmission and test positivity rate throughout the community and our schools while recognizing the differences between the state, county, town and school district.

Schools are bound by HIPAA and may not release any health-related information regarding students nor staff. Schools may not ask the COVID-19 vaccine status of students nor staff per [HB 702](#).

<b>Decision matrix guide for Administrators</b> – Metrics to trigger possible changes in mitigation strategies		<b>Student Impact</b> Student absence across 3 consecutive school days due to COVID-related scenarios (positive or quarantined) within the district and/or school building and/or classroom.	
		<b>Low &lt;25%</b>	<b>High &gt;25%</b>
<b>Staff Impact</b> Staff absence due to COVID-related scenarios (positive or quarantined) within the district and/or school building and/or classroom.	<b>Low &lt;20%</b>	- Least restrictive, least preventative, mitigation strategies	- Consider more restrictive, more preventative, mitigation strategies
	<b>High &gt;20%</b>	- Consider more restrictive, more preventative, mitigation strategies	- Most restrictive, most preventative, mitigation strategies

Examples of mitigation strategies implemented to protect the health and safety of students, staff, and community members may include:

- Assigned seating
- Cleaning and disinfecting
- Vaccinations Options
- Learning in cohorts
- Masking
- Remote learning
- Social distancing

- Ventilation
- Playground Zones
- Expanded Lunchrooms
- Limitation of community events
- Limitation of attendance at activities and events

This is a guide, as every COVID-19 related situation and every scenario is different and unique. It is dependent upon requirements set forth by the Federal government, Montana State government and the Missoula County Health Department (MCHD). In conjunction with approval from the Superintendent, school administrators have the authority to make necessary adjustments for the health and safety of students and staff.

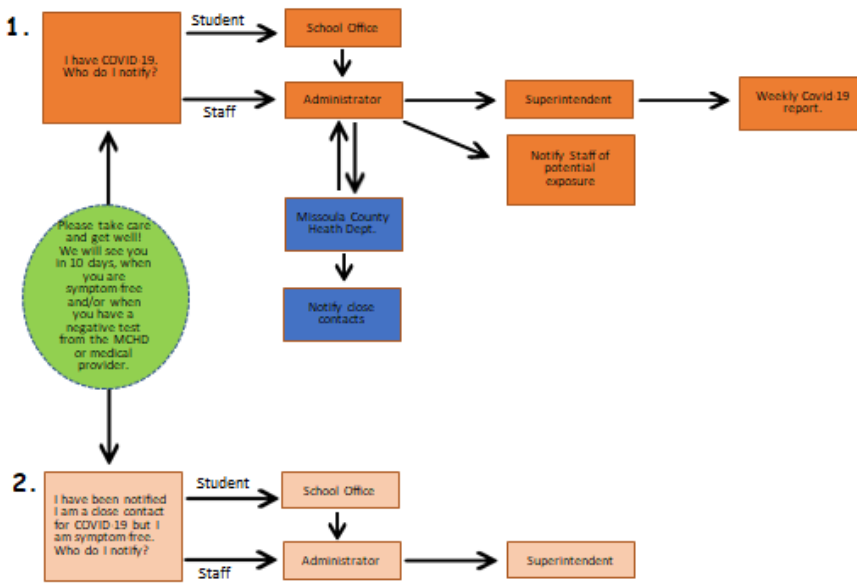
### **Frequently Asked Questions:**

1. **Are masks required at Frenchtown School District?** No, but they are recommended.
2. **Are masks required on the buses?** Yes, per a Federal mask mandate implemented by the [CDC](#) in February 2021.
3. **Does FTSD offer remote learning?** No. If a student is home for COVID-19 related reasons, the student will receive the same support as any student absent from school for whatever reason.
4. **Does the school perform contact tracing?** No, that is the responsibility of the MCHD. Frenchtown School District follows all MCHD contact tracing requirements that are required of school officials.
5. **Does the school notify parents/guardians if their student is a close contact?**  
The school will do its best job to communicate with primary contacts regarding confirmed cases within the school setting. It is the primary responsibility of MCHD.
6. **If my child is vaccinated, notified as a close contact from the MCHD, and is not experiencing symptoms, may she attend school?**  
You need to talk to the MCHD or your health care provider. Per HB 710 the school may not ask individuals about vaccination status. Students and staff may return to school after 10 days and be symptom-free and/or have a negative test from the MCHD or medical provider.
7. **What does the school consider as a 'close contact'?** The same as the CDC: Close contacts are any individuals who have been within 6 feet of a positive case for a minimum of 15 minutes.
8. **What does the school do when they are notified of a positive COVID-19 case by a parent, guardian, or staff member?** The building principal contacts the MCHD and works through the steps put forth by the MCHD that are required of school officials.
9. **What does the school do when they are notified of a positive COVID-19 case by the MCHD?**

The Frenchtown School District follows the protocols put in place by the MCHD. As protocols change, the district follows the requirements put forth at the current time.

10. **When may my child return to school after testing positive for COVID-19?** Your child may return 10 days after your symptoms started AND 24 hours without a fever and not taking any medications to lower fever, such as Tylenol or ibuprofen AND Your symptoms have improved OR when cleared by the MCHD or medical provider.

### Frenchtown School District COVID-19 Guide



- FTSD only reports positive cases from the MCHD or a medical provider.
- We may not ask vaccine status per HB 702.
- Home negative tests are not accepted.
- Testing sites:**  
**MCHD clinics**  
 1. Frenchtown Fire Station  
 16863 Marion St.,  
 Frenchtown, MT 59834  
 Thursdays: 1 p.m. - 3 p.m.  
 2. Flynn Lane Testing Clinic  
 4025 Flynn Lane,  
 Missoula, MT 59802
- Vaccine clinics:**  
 Granite Pharmacy - Frenchtown  
 Southgate Mall Clinic  
 Walgreen's pharmacies  
 Contact your medical provider
- FTSD recommends wearing face masks.

**Links for more information:**

[American Academy of Pediatrics COVID-19 Guidance for Safe Schools and Promotion of In-Person Learning](#)

[CDC: Guidance for COVID-19 Prevention in K-12 Schools](#)

[DPHHS Temporary Emergency Rule – RE: Masking](#)

[DPHHS: Frequently Asked Questions – Guidance for Schools](#)

[FTSD American Rescue Plan Elementary and Secondary Emergency Relief Plan \(ARP ESSER\)](#)

[Missoula County Covid-19 Data Dashboard](#)



Les Meyer &lt;lesmeyer@ftbroncs.org&gt;

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## Thank you for submitting your ARP ESSER Plan Update

2 messages

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**Montana Office of Public Instruction** <noreply@qualtrics-survey.com>  
Reply-To: Montana Office of Public Instruction <noreply@qualtrics-survey.com>  
To: Lesmeyer@ftbroncs.org

Wed, Jun 29, 2022 at 3:49 PM

Thank you for submitting your plan update. A copy of your response is attached. If you need to make changes to your submission, or if you would like to complete another update, please use this link:

[https://montanaopi.sjc1.qualtrics.com/jfe/form/SV\\_eW1NUOUegoO6Kmq?Q\\_R=R\\_27KxvGYkniV59k1](https://montanaopi.sjc1.qualtrics.com/jfe/form/SV_eW1NUOUegoO6Kmq?Q_R=R_27KxvGYkniV59k1)

Please remember to update the plan you have posted on your website.

If you have any questions about your submission please email [ESSER-OPI@mt.gov](mailto:ESSER-OPI@mt.gov).

Thank you for all you do for Montana Students!

The OPI ESSER Team

[Download as PDF](#)

URL to view Results [[Click Here](#)]

### Response Summary:

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:

Addressing learning loss and provide an intervention based education to struggling students, behavioral support/analysis, and data analysis decision making to support in

learning loss and recovery of content.

- Priority 2:

To prevent, prepare, and respond to covid-19 through infrastructure upgrades, device accessibility and facility configuration/upgrades that support with safety processes/practice and air quality within the Frenchtown School District.

- Priority 3:

Addressing learning loss regarding Special Education, curriculum analysis, professional development opportunities, and the planning and preparation required for effective teaching

during Covid-19 that include learning and lesson support for online and in person instruction while addressing social emotional learning.

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:

Continue to determine the level of proficiency of students using SBAC scores, MAP scores, ACT scores, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards) and a thorough evaluation of SBAC scores is reviewed each fall and spring of the current year. Assignments align to curriculum map by grade level. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and the Building Administrator, will corroborate that these actions are met.

- ELA Goal Strategies, Actions, Timelines, and Assignments:

Continue to determine the level of proficiency of students using SBAC scores, MAP scores, ACT scores, classroom assessments, and other in-program assessments. After analyzing these assessments, the district will utilize targeted and strategic interventions and supports to improve student achievement. Classroom teachers will be provided with necessary PD to effectively utilize the interventions and supports. Administration will ensure supports and interventions are being administered with fidelity by classroom walk-throughs, 1-1 teacher/admin meetings and staff trainings. The goals will be re-evaluated on a quarterly basis aligning with in-house academic reporting (report cards) and a thorough evaluation of SBAC scores is reviewed each fall and spring of the current year. Assignments align to curriculum map by grade level. Individual classroom teachers are responsible to ensure the strategies/steps are achieved and the Building Administrator, will corroborate that these actions are met.

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

Starting 2021: Frenchtown School District will be implementing Milepost to collect consistent data in one management system. This will allow for all academic data, interventions, and behavior data to be view analyzed and supported by intervention professionals. Quarterly through the 2021-2022 school year: Frenchtown School District will be looking at data in all areas that fall under the MTSS (Multi-Tiered Systems of Support)

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:

Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 5% in math from 35% in the Spring of 2021 to 40% on the SBAC in the Spring of 2022. (3 yr. trend is 36%). Using the ACT as one of the primary data points the goal is to increase the ACT math score for district 11th graders to 19.8 on the ACT test. ACT math score in 2021 = 19.3 (3 year average = 19.8)

- ELA Goal:

Using the Smarter Balanced Assessment as one of the primary data points the district goal is to increase the percentage of students scoring proficient in grades 3-8 by 5% in ELA from 48% in the Spring of 2021 to 53% on the SBAC in the Spring of 2022. (3 yr. trend is 45%). Using the ACT as one of the primary data points the goal is to increase the ACT ELA/English score for district 11th graders to 19.2 on the ACT test. ACT ELA/English in 2021 = 18.7 (3 year average = 19.2)

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

The administration and curriculum departments will work collaboratively to support and monitor implementation of evidence-based interventions to identify the most effective interventions employed. Frenchtown School District will be targeting mental health support by providing behavioral data tracking for student in need of support K-8. This targeted approach will establish behavioral interventions and help to support students that need behavioral interventions based areas of struggle. This goal is measurable for each individual and not as a collective district.

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.

District uses DIBELS, STAR, MAP, SBAC, IAB, Read Naturally, Read 180, AIMSWEB, ACT, and SBAC for math and reading assessments. Targeted Intervention summer instruction based on results of this data for at-risk students. The Middle School will utilize iReady for math intervention. District has a special services coordinator, homeless/foster care liaison to monitor and tracks migrant populations. Services are offered to all who fall within these categories as well as those who achieve at low levels on assessments. The High School also has a credit recovery program called FACE and JMG or Jobs for Montana Graduates that support students with future direction.

Q8. What is your school district phone number?

4066262600

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?

We will use a variety of assessments including informal, in-program assessments, formative assessments. Assessments from MAPS, STAR, DIBELS, ACT, and SBAC will be analyzed and reviewed. These funds will also be used to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as those with low-attendance rates or who have missed the majority of in-person instruction during the 2019-20 school year and 2020-21 school year. Students most at risk of dropping out will also be monitored and use of these funds will help mitigate that risk. Evidence based interventions include small group and individualized instruction, differentiation, and tutoring. Data Tracking system with assessment (Milepost), attendance (Infinite Campus), and State and District Testing Data.

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
- 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: 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

- 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
- 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.

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.

10

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.

No

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

The goals are: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 24% proficient. 3 yr. trend = 26% 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 3% proficient. 3 yr. trend = 8% 3. To increase the ACT math score for economically disadvantaged students in grade 11 by .5 on the ACT test.

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.

No

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

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

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.

3

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)

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

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

County Missoula

District Missoula ~ Frenchtown K-12 Schools, LE0599

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

- Public meetings
- Website
- Media
- Social media
- Email

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

- No

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

The goals are: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 5% in ELA on the SBAC in the Spring of 2022. District 2021 average was 40% proficient. 3 yr. trend = 37% 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2022. District 2021 average was 14% proficient. 3 yr. trend = 10% 3. To increase the ACT ELA/English score for economically disadvantaged students in grade 11 by .5 on the ACT test.

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

None

Q6. Who is submitting this form?

Les Meyer

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.

No

Q9. What is your official school district email address?

[Lesmeyer@ftbroncs.org](mailto:Lesmeyer@ftbroncs.org)

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
- Teachers
- Staff

- Local bargaining units
- County health departments
- 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)
- Children with Disabilities

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

- Early Warning System
- Interim Formative Assessment
- 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

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
- 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: 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

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

- None

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

- None

## 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.

Survey, August 2021. Public Board Meeting - August 2021. Public Board Meeting - September 2021. Numerous phone calls during the month of August and September.

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

This submission reflects our last update of February 2022

### 1. School District-Identified Priorities

### 2. Meaningful Consultation

### 3. Goals

### 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.

### 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.

### 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.

### 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 submission represents a correction to an update we already submitted

Q79. Please Sign Here

[\[Click here\]](#)

## Embedded Data:

Q\_R R\_cMF6MII6AtvAKtE

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**Montana Office of Public Instruction** <noreply@qualtrics-survey.com>  
Reply-To: Montana Office of Public Instruction <noreply@qualtrics-survey.com>  
To: lesmeyer@ftbroncs.org

Wed, Jun 29, 2022 at 3:49 PM

[Quoted text hidden]