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:
    Meeting the social and emotional needs of students.
- Priority 2:
    To address lost instructional time that has occurred since COVID-19 pandemic began. We plan to provide a well-rounded education to include writing, music, arts, computer science, and career and technical education.
- Priority 3:
    Improve the air quality by installing a new ventilation system and windows; which will provide a healthy, safe learning environment for the students.

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:
    Using our evidence-based curriculum our Head Teachers' plan is to:
    Evaluate: On day one, students take the Grade-Level Pre-module Assessment, which helps the teacher identify gaps in foundational knowledge.
    Pre-module assessments will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.
    Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs. Instruction will be planned and will also include supporting lessons and supporting fluencies as identified.
    Deliver: Informed by assessment results and driven by precise planning, the teacher will be able to differentiate instruction.
    Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.
    Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.
- ELA Goal Strategies, Actions, Timelines, and Assignments:
    The Head Teacher will be resources based on the latest scientific evidence for our ELA program.
    Kindergarten
    Evaluate: On day one, students take the Grade-Level Pre-module Assessment, which helps the teacher identify gaps in foundational knowledge.
    Pre-module assessments will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.
    Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs.
    Deliver: The Head Teacher will teach through explicit, systematic word work instruction carefully integrating foundational oral language, handwriting, spelling, vocabulary, and grammar skills to support a holistic understanding of language. Lessons begin with Daily Routines that reinforce and informally assess phonological awareness, phonemic awareness, blending (beginning in Unit 5), dictation, and handwriting skills.
    Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

Grades 1-2

Evaluate: On day one, students take the Grade-Level Pre-module Assessment, which helps the teacher identify gaps in foundational knowledge.

Pre-module assessments will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.

Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs.

Deliver: Instruction provide through the Teacher's Guides will aid the Head Teacher in providing explicit, systematic instruction for phonics, spelling, structural analysis, grammar, vocabulary, and fluency skills.

Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

Grades 3-8

Evaluate: On day one, students take the Grade-Level Pre-module Assessments in Grammar, Usage, and Mechanics, Vocabulary, Spelling, and Written Expression, which helps the teacher identify gaps in foundational knowledge.

Pre-module assessments in each curricular area will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.

Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs.

Deliver: The Head Teacher will teach through explicit, clear inter-dependent, skills-focused and to the point. A word study approach will be used rather than interdependent items. All instruction can be differentiated based on individual needs.

Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

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

All our students, and parents will be informed about support services available. Our goal to meet the social and emotional needs of our students will begin with us identifying and communicating the needs and supports of each of our students.

Evaluate: During the first week of school and throughout the school year, students will be evaluated through observation and communication with parents and students. This will provide the teacher with a continuous snapshot of the essential mental services of all students.

Plan: Our district has entered contract for a second year with DotCom therapy who provides individualized therapy for students via a platform during the school day.

Deliver: Each student that is identified needing services through a licensed therapist based on information provided by Head Teacher, parents, and students, will be scheduled the necessary time to meet with the therapist. The Head Teacher will work with the therapist and provide day to day supports as needed within the classroom.

Monitor: DotCom will be in contact with Head Teacher and provide quarterly feedback, without breaking confidentiality with the student, to the parents and Head Teacher.

Health:

Improve the air quality by installing a new ventilation system and windows; which will provide a healthy, safe learning environment for the students.

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:
  Based on all our data sources, our Math goal begins with an initial assessment of all students at the beginning of the year that aligns with Montana content standards, to identify current student proficiency. Next, we will incorporate the unfinished learning with the current grade level curriculum to ensure the students are successful at grade level.
- ELA Goal:
  Based on all our data sources, our ELA goal begins with an initial assessment of all students at the beginning of the year that aligns with Montana content standards, to identify current student proficiency. Next, we will incorporate the unfinished learning with the current grade level curriculum to ensure the students are successful at grade level.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
  All our students, and parents will be informed about support services available. Our goal to meet the social and emotional needs of our students will begin with us identifying and communicating the needs and supports of each of our students.
  During the first week of school we will identify and provide access to well-being and mental health support for student's through our contract with DotCom Therapy. In addition, our Head Teacher will be provided professional development in Counseling through Montana Small Schools Alliance which will provide her tools to support the day in and day out needs of the students.

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.
Student data, Gap Analysis, Interim Assessments, Summative Assessments, C

Q8. What is your school district phone number?
406-295-9311

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?
The District will monitor the impact of the ARP ESER funded interventions, strategies, and including but not limited to the 20% set-aside through the Head Teacher and Cooperative. The Head Teacher will provide a monthly update at our board meetings informing the board, community members, parents, and staff on the impact of the interventions or strategies. The Cooperative will be itemizing all expenditures and will be coding it as learning loss using Fast Bridge a progress monitoring tool that will be utilized to benchmark all cooperative students.

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
- 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: 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
- 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
- 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
- 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.

0

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

All identified groups will have differentiated Math goals. The teacher will differentiation lessons for all Individuals in each group as needed. The teacher will work with the COOP for the students with disabilities.

Based on all our data sources, our Math goal begins with an initial assessment of all students at the beginning of the year that aligns with Montana content standards, to identify current student proficiency. Next, we will incorporate the unfinished learning with the current grade level curriculum to ensure the students are successful at grade level.

Using our evidence-based curriculum our Head Teachers' plan is to:

Evaluate: On day one, students take the Grade-Level Pre-module Assessment, which helps the teacher identify gaps in foundational knowledge.

Pre-module assessments will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.

Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs. Instruction will be planned and will also include supporting lessons and supporting fluencies as identified.

Deliver: Informed by assessment results and driven by precise planning, the teacher will be able to differentiate instruction.

Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.
- American Indian or Alaska Native
- Students with Disabilities
- Free and Reduced Lunch
- White

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)

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
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- 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.

   0

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
- 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)

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

County	Lincoln
District	Lincoln ~ Yaak Elem, LE0533

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.
- Public meetings
- Media
- Social media
- Other (please identify in the box below):
  - Individual meetings with Parents, School Board Meetings, Surveys

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.

All identified groups will have differentiated ELA goals. The teacher will differentiation lessons for all Individuals in each group as needed. The teacher will work with the COOP for the students with disabilities.

Based on all our data sources, our ELA goal begins with an initial assessment of all students at the beginning of the year that aligns with Montana content standards, to identify current student proficiency. Next, we will incorporate the unfinished learning with the current grade level curriculum to ensure the students are successful at grade level.

The Head Teacher will be resources based on the latest scientific evidence for our ELA program.

Kindergarten

Evaluate: On day one, students take the Grade-Level Pre-module Assessment, which helps the teacher identify gaps in foundational knowledge.

Pre-module assessments will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.

Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs.

Deliver: The Head Teacher will teach through explicit, systematic word work instruction carefully integrating foundational oral language, handwriting, spelling, vocabulary, and grammar skills to support a holistic understanding of language. Lessons begin with Daily Routines that reinforce and informally assess phonological awareness, phonemic awareness, blending (beginning in Unit 5), dictation, and handwriting skills.

Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

Grades 1-2

Evaluate: On day one, students take the Grade-Level Pre-module Assessment, which helps the teacher identify gaps in foundational knowledge.

Pre-module assessments will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.

Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs.

Deliver: Instruction provide through the Teacher's Guides will aid the Head Teacher in providing explicit, systematic instruction for phonics, spelling, structural analysis, grammar, vocabulary, and fluency skills.

Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

Grades 3-8

Evaluate: On day one, students take the Grade-Level Pre-module Assessments in Grammar, Usage, and Mechanics, Vocabulary, Spelling, and Written Expression, which helps the teacher identify gaps in foundational knowledge.

Pre-module assessments in each curricular area will provide the teacher with a snapshot of the essential foundational knowledge a student has that will be needed in upcoming lessons. It will be standard practice to have students complete these assessments throughout the school year before beginning a new module.

Plan: Using the Pre-module Assessment results from day one and throughout the year, the teacher will use the data for individual students and the class, to create learning groups of students with similar needs.

Deliver: The Head Teacher will teach through explicit, clear inter-dependent, skills-focused and to the point. A word study approach will be used rather than interdependent items. All instruction can be differentiated based on individual needs.

Monitor: Using assessment data, problem practice, and planned instruction, the teacher can identify any knowledge gaps that could interfere with student success and provide just-in-time instruction to address those gaps.

Maintain: The teacher can make sure students hold on to the content they've learned over the year by distributing a plan over the summer that is perfect for at-home use and a great way to involve families in student success.

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

All identified groups will have differentiated goals. The teacher will differentiation lessons for all Individuals in each group as needed. The teacher will work with the COOP for the students with disabilities.

Q6. Who is submitting this form?

Taralee McFadden

Q9. What is your official school district email address?
tmcfadden@libby.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
- Students
- Staff
- Educational advocacy organizations
- 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)
- White
- American Indian or Alaska Native
- Children with Disabilities

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.
- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- Student engagement
- Access to technology
- Educator PD on technology
- Access to and preparation of high-quality educators
- Student, parent, or educator surveys
- Per-pupil expenditures
- Classified and certified staff (numbers of positions or people)
- Health protocols
- Student enrollment 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
- 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
- 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.
- American Indian or Alaska Native
- Students with Disabilities
- Free and Reduced Lunch
- White

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
- Students with Disabilities
- Free and Reduced Lunch
- White

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.

Community Members, School Staff, Students, Board Members, County Superintendent, Parents and Grandparents were consulted to inform this update. On September 11th, a special board meeting was held at the Gun and Rod Club, a community venue, to offer the community an opportunity to voice their concerns and share ideas regarding student safety, school participation and the learning environment for students and the teacher at Yaak school. Everyone had an opportunity to speak and offer input regarding school board decisions. Since this time, community members have consulted the county superintendent, teacher and board members, met for one on one meetings, and attended additional board meetings as discussions continue on ways to best serve students academic and social learning needs, as well as how to address medical safety regarding the Covid virus.

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

The community has voiced their support and concerns multiple times over the entire course of the school year thus far. Questions are addressed often and community members are asked throughout the school year to share their expertise and voice opinions. At this time the community agrees with the plan. The plan will continue to prioritize the social and emotional needs of the students. Additionally, to address the instructional time that has occurred since COVID-19 pandemic began. Additionally, to improve air quality by installing a new ventilation system and windows; which will provide a healthy, safe learning environment for the students.

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:

Q_R	R_eXvXcZD8i8coDci