



Below is a summary of your responses

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Montana School District ARP ESSER Plans

Federal Requirement

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

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

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

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

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

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

State Components

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

This template will guide the development of the school district's (LEA's) ARP ESSER plan.

The template sections are as follows:

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

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

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

Instructions for completing your school district ARP ESSER plan

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

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

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

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due September 1, 2024. It is important that you complete your district ARP ESSER plan by August 24, 2024.

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

Resources to help with completing your plan

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

Next Steps:

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

Please choose your county and district from the dropdown.

County

District

Who is submitting this form?

Please indicate your role in the district.

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

What is your official school district email address?

lance_boyd@gfps.k12.mt.us

What is your school district phone number?

406-268-6777

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

The District will implement strategies/practices to address the social and emotional needs of students and staff, and the identified environmental (health and safety) factors in school buildings, while monitoring the health of all throughout the 2021/2022 school year. Action Steps Cabinet Member When R

Priority 2

The district will develop clear goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career, and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.

Priority 3

The district will utilize federal relief funds to enhance existing funding sources to maximize allowable expenditures associated with improving learning outcomes. as measured by annual reports.

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.

Enrollment of students by building and at the district level, MAP, SBAC, Common Content Assessments, IXL, SBAC Interim Assessments, System 44, Read 180, ACT, Attendance tracking, on-time graduation/completion rates and other program data sets, a teacher for recruitment/retention, Student, Staff, and Community Surveys.

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 (please identify in the box below)**

Superintendent Advisory groups and community partnerships(United Way and Alliance for Youth

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

The district will develop clear math goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.

ELA Goal

The district will develop clear English Language Arts goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.

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

The District will implement strategies/practices to address the social and emotional needs of students and staff, and the identified environmental (health and safety) factors in school buildings, while monitoring the health of all throughout the 2021/2022 school year. Implement a district-wide professional development plan that addresses the achievement gap through the lens of fairness and respect for all students. • Evaluate the structures and practices within our buildings • Engage all staff that have contact with students • Roll out to

practices within our buildings • Engage all staff that have contact with students • Roll out to District Directed PIR 2022-2023 The district will recruit, hire and retain highly qualified teachers and staff members. • Targeted planning around retention of high turnover groups (paras, food service workers, teacher aides) • Expand new teacher(staff) training • Review and revise training for new staff by grouping • Evaluate ongoing training for all staff by an employee group.

Goal Action Plan, Part 2:

Identify what strategies/action steps will be used to support the achievement of the goals. Describe a realistic and achievable timeline to achieve the goals.

I

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

See Strategic Plan for 2021-2022 School Year.
<https://www.gfps.k12.mt.us/site/handlers/filedownload.ashx?moduleinstanceid=1408&dataid=28572&FileName=Strategic%20Plan%20combined.pdf>

ELA Goal Strategies, Actions, Timelines, and Assignments

See Strategic Plan for 2021-2022 School Year.
<https://www.gfps.k12.mt.us/site/handlers/filedownload.ashx?moduleinstanceid=1408&dataid=28572&FileName=Strategic%20Plan%20combined.pdf>

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

See Strategic Plan for 2021-2022 School Year.
<https://www.gfps.k12.mt.us/site/handlers/filedownload.ashx?moduleinstanceid=1408&dataid=28572&FileName=Strategic%20Plan%20combined.pdf>

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

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

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

American Indian or Alaska
Native

Black or African
American

Hispanic

MultiRacial

White

Free and Reduced
Lunch

Homeless

Students with
Disabilities

None

Describe your Math goal for each identified student group.

Math 37% of all students grade 3-8 were proficient or advanced as measured by 2020-2021 SBAC assessment data. In comparison, 42% were proficient or advanced in the 18-19 SBAC assessment

assessment data. In comparison, 42% were proficient or advanced in the 18-19 SBAC assessment window. 53% of seniors met or exceeded benchmarks in math on the 2020-2021 ACT, scoring an average of 22.1 (state average of 19.9). In comparison, 33% met or exceeded benchmarks in math on the 2018-2019 ACT (state average of 33.6%). The District is aware that more students received medical exemptions for COVID and ACT testing approximately 48% of students eligible. We used these data sets as this was the last time the SBAC test was administered due to COVID 19 pandemic. Identify and focus on loss of learning for specific individuals and subgroups significantly impacted by COVID-19. • Assess students and analyze data ○ Identify the necessary skills and standards ○ Identify best practices ○ Develop plans ○ Monitor progress and adjust accordingly • Provide professional development to staff (PIR and PLC) • Addition of intervention teachers for targeted schools and/or subjects. Design and implement building-based, extended learning opportunities. • Extended Time: Extended School Year (SPED), Summer School, Saturday School, Blitzes, IEP goal remediation before/after school ○ Before/After School Programming ○ Credit Recovery opportunities . Design a customized homebound and remote learning model to meet individual student and family needs. • Addition of one middle school and four high school teachers. • Elementary will design a customized plan to meet the needs of individual students. 2018-19 21% of all American Indian students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. In 2020-2021, The Average ACT score of American Indian Students was 14.3 in math. 2018-2019, The Average ACT score of American Indian Students was a 15.8%. The goal of the district is to increase proficiency by 1% for the coming year when compared to a 5-year average (understanding that 2020-2021 was an outlier in data points due to the number of students with medical exemptions). 2018-19 30% of all Economic Disadvantaged students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the Economic Disadvantaged subgroup. 2018-19 8% of all IDEA students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the IDEA subgroup. 2018-19 4% of all LEP students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the LEP subgroup.

Describe your ELA goal for each identified student group.

ELA 48% of all students grade 3-8 were proficient or advanced as measured by 2020-2021 SBAC assessment data. In comparison, 52% were proficient or advanced in the 18-19 SBAC assessment window. 68% of seniors met or exceeded benchmarks in English on the 2020-2021 ACT, scoring an average of 20.7 (state average of 19.0). 60% of seniors met or exceeded benchmarks in Reading on the 2020-2021 ACT, scoring an average of 23.6 (state average of 20.9). The District is aware that more students received medical exemptions for COVID and ACT testing approximately 48% of students eligible. We used these data sets as this was the last time the SBAC test was administered due to COVID 19 pandemic. Identify and focus on loss of learning for specific individuals and subgroups significantly impacted by COVID-19. • Assess students and analyze data ○ Identify the necessary skills and standards ○ Identify best practices ○ Develop plans ○ Monitor progress and adjust accordingly • Provide professional development to staff (PIR and PLC) • Addition of intervention teachers for targeted schools and/or subjects. Design and implement building-based, extended learning opportunities. • Extended Time: Extended School Year (SPED), Summer School, Saturday School, Blitzes, IEP goal remediation before/after school ○ Before/After School Programming ○ Credit Recovery opportunities . Design a customized homebound and remote learning model to meet individual student and family needs. • Addition of one middle school and four high school teachers. • Elementary will design a customized plan to meet the needs of individual students. 2018-19 27% of all American Indian students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. In 2020-2021, The Average ACT score of American Indian Students was 13.0 in English and 14.0 in reading. 2018-2019, The Average ACT score of American Indian Students was a 15.8%. The goal of the district is to increase proficiency by 1% for the coming year when compared to a 5-year average (understanding that 2020-2021 was an outlier in data points due to the number of students with medical exemptions). 2018-19 38% of all

Economic Disadvantaged students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the Economic Disadvantaged subgroup. 2018-19 10% of all IDEA students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the IDEA subgroup. 2018-19 8% of all LEP students in grades 3-8 scored proficient or advanced as measured by SBAC data. The goal for Great Falls Public Schools students is to increase proficiency by 1% for the coming year. ACT does not provide assessment data for the LEP subgroup.

Describe your Other goal for each identified student group.

Design and develop a sustainable school-based mental health program, to address the needs of students/families in all schools. • Provide staff member(s) to help coordinate collaboration with the mental health and medical community and other partners to provide these connections. Each school will develop, implement and monitor a social-emotional learning plan that addresses the adverse effects of COVID-19 on staff and students. • This may require consulting and professional development on social-emotional/mental health to include summer meetings for goal setting. Create learning environments in schools and classrooms that are respectful and nurturing, supported by all GFPS staff. • Evaluate the structures and practices within our buildings. • Incorporate all staff that have contact with students. • Administrators and Admin Assistants: PD Fall 2021 • District Directed PIR focus 2022-2023 The district will retain school-based nurses. • Revise COVID-19 health and safety protocols for school year 2021/2022 • Screen for symptomatic students and staff • Monitor health care plans and support 504 plans • Support plans for immune-compromised students, staff and families • Implement a secure medical record system

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.

4. Coordinating Funds

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

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

Yes

No

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

Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)

Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)

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

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)

Purchase of transportation to help support access for student to educational opportunity.

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.

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e) (1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The

full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

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

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

Communities

- Access to advanced coursework, dual enrollment, work-place learning, and/or internships**
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs**
- Other (please identify in the box below)**

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

- Extended learning time**
- Tribal/community engagement**
- Wraparound academic/health/social services**
- SEL learning supports**
- Evidenced-based curriculum**
- Accelerating learning through instructional approaches: In-school acceleration- Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.**
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.**
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.**
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.**
- Access to and effective use of technology**
- Engaging families in digital learning training and effectively using technology and platforms**

- **Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction**
- **Providing information and assistance to parents and families on how they can effectively support students**
- **Tracking student attendance and improving student engagement provided by the school**
- **Using data about students opportunity to learn indicators to help target resources and support**
- **Professional Learning Communities**
- **Access to advanced coursework, dual enrollment, work-place learning, and/or internships**
- **Career, Technical, and Agricultural Education expenses (approved under Perkins Act)**
- **Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs**
- **Mental health supports**
- **Hiring new staff and avoiding layoffs**
- **Meeting the nutritional needs of underserved students**
- **Locating absent students and re-engaging disconnected youth**
- **Providing safe, healthy, inclusive learning environments**
- **Activities to address the unique needs of at-risk populations**
- **Developing and implementing procedures and systems to improve the preparedness and response efforts**
- **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases**
- **Purchasing supplies to sanitize and clean the facilities**
- **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**
- **Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**
- **School facility repairs and improvements to enable operation of schools to reduce**

- 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)

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.

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.

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.

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.

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?

Individual school-based data, reports to our Board of Trustees and to our community and all involved stakeholders.

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**

- 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 anytime before August 24 to finish your submission.

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

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

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

Thank you for your submission!

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Healthy, Safe and Secure Schools “Reengagement & Reintegration”

Board approved 5-10-2021

The District believes that a comprehensive educational environment addresses the health, safety, and social/emotional needs of all students and staff.

GOAL:

The District will implement strategies/practices to address the social and emotional needs of students and staff, and the identified environmental (health and safety) factors in school buildings, while monitoring the health of all throughout the 2021/2022 school year.

<u>Action Steps</u>	<u>Cabinet Member</u>	<u>When</u>	<u>Resources</u>
1. Identification of students/families who are disengaged or at risk of disengagement.	Tom Moore Lance Boyd Ruth Uecker Heather Hoyer	Spring 2021; on-going.	General Fund ESSER II ESSER III Federal Programs
2. Design and implement processes and staff training to support Summer-Kid-Connections (K-6) / Home visits (7-12); to include other district departments (Indian Education, Homeless Liaisons, Student Services, etc) and applicable, diverse community partners.	Tom Moore Lance Boyd Ruth Uecker Heather Hoyer	Summer 2021	General Fund ESSER II ESSER III Federal Programs
3. Design and implement summer and fall engagement activities for all at the individual school level.	Tom Moore Lance Boyd Ruth Uecker Heather Hoyer	Summer and Fall of 2021	General Fund ESSER II ESSER III Federal Programs
4. Provide professional development designed to train personnel to facilitate re-engagement activities.	Tom Moore Lance Boyd Ruth Uecker Heather Hoyer	School year 2021-2022	General Fund ESSER II ESSER III Federal Programs



Healthy, Safe and Secure Schools “Reengagement & Reintegration”

<p>5. Design and develop a sustainable school-based mental health program, to address the needs of students/families in all schools.</p> <ul style="list-style-type: none"> ● Provide staff member(s) to help coordinate collaboration with the mental health and medical community and other partners to provide these connections. 	<p><i>Tom Moore</i> Lance Boyd Ruth Uecker Heather Hoyer</p>	<p>Summer and Fall of 2021</p>	<p>General Fund ESSER II ESSER III Federal Programs</p>
<p>6. Each school will develop, implement and monitor a social-emotional learning plan that addresses the adverse effects of COVID-19 on staff and students.</p> <ul style="list-style-type: none"> ● This may require consulting and professional development on social-emotional/mental health to include summer meetings for goal setting. 	<p><i>Tom Moore</i> Lance Boyd Ruth Uecker Heather Hoyer Kerry Dattilo</p>	<p>Fall of 2021</p>	<p>General Fund ESSER II ESSER III Federal Programs</p>
<p>7. Create learning environments in schools and classrooms that are respectful and nurturing, supported by all GFPS staff.</p> <ul style="list-style-type: none"> ● Evaluate the structures and practices within our buildings. ● Incorporate all staff that have contact with students. ● Administrators and Admin Assistants: PD Fall 2021 ● District Directed PIR focus 2022-2023 	<p>Tom Moore Lance Boyd Kerry Dattilo Ruth & Heather</p>	<p>Fall of 2021; ongoing</p>	<p>General Fund ESSER II ESSER III Federal Programs</p>
<p>8. The district will retain school-based nurses.</p> <ul style="list-style-type: none"> ● Revise COVID-19 health and safety protocols for school year 2021/2022 ● Screen for symptomatic students and staff ● Monitor health care plans and support 504 plans ● Support plans for immune-compromised students, staff and families ● Implement a secure medical record system 	<p>Lance Boyd Tom Hering</p>	<p>Summer of 2021; on-going</p>	<p>General Fund ESSER II ESSER III Student Services (Medicaid)</p>



Healthy, Safe and Secure Schools “Reengagement & Reintegration”

9. The district will assess and evaluate facilities to identify responsible scopes of work to address safety, air and water quality within learning environments and other district facilities. Project scopes may include, but not limited to:

- Fresh air circulation, including new air handlers, unit ventilators, controls, and associated mechanical systems
- Improved air filtration into classroom and common spaces
- Operable, Energy Efficient Windows to improve thermal efficiency, day lighting and localized fresh air circulation
- Water quality improvement
- Asbestos abatement
- Secured entrances/alert notification systems
- Sanitation enhancements & PPE installations
- Will include training and professional develop for staff

Tom Moore
Brian Patrick

Summer of
2021; on-going

General Fund
ESSER II
ESSER III
Designated Funds



Student Achievement “Remediation”

Great Falls Public Schools believes that we should have comprehensive systems of support in place to ensure that Students achieve the highest levels of academic growth.

GOAL: The district will develop clear goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.

<u>Action Steps-</u>	<u>Cabinet Member</u>	<u>When</u>	<u>Resources</u>
1. Identify and focus on loss of learning for specific individuals and subgroups significantly impacted by COVID-19. <ul style="list-style-type: none"> ● Assess students and analyze data <ul style="list-style-type: none"> ○ Identify the necessary skills and standards ○ Identify best practices ○ Develop plans ○ Monitor progress and adjust accordingly ● Provide professional development to staff (PIR and PLC) ● Addition of intervention teachers for targeted schools and/or subjects. 	<i>Tom Moore</i> Lance Boyd Ruth Uecker Heather Hoyer	Spring 2021; on-going.	General Fund ESSER II ESSER III Federal Programs
2. Design and implement building-based, extended learning opportunities. <ul style="list-style-type: none"> ● Extended Time: Extended School Year (SPED), Summer School, Saturday School, Blitzes, IEP goal remediation before/after school <ul style="list-style-type: none"> ○ Before/After School Programming ○ Credit Recovery opportunities 	<i>Tom Moore</i> Lance Boyd Ruth Uecker Heather Hoyer	Summer 2021	General Fund ESSER II ESSER III Federal Programs
3. Design a customized homebound and remote learning model to meet individual student and family needs. <ul style="list-style-type: none"> ● Addition of one middle school and four high school teachers. ● Elementary will design a customized plan to meet the needs of individual students. 	<i>Tom Moore</i> Lance Boyd Ruth Uecker Heather Hoyer	Summer and Fall of 2021	General Fund ESSER II ESSER III Federal Programs



Student Achievement “Remediation”

<p>4. Evaluate current English Language Arts standards and curriculum. Develop alignment with an evidence-based, rigorous program/resource for adoption.</p> <ul style="list-style-type: none"> ● Provide researched based programs for Special Education Resource 1,2,3 Classrooms ● Identify varied programs that differentiate instruction at each level. 	<p><i>Tom Moore</i> <i>Lance Boyd</i> Ruth Uecker Heather Hoyer</p>	<p>School year 2021-2022</p>	<p>General Fund ESSER II ESSER III Federal Programs</p>
<p>5. Implement a district-wide professional development plan that addresses the achievement gap through the lens of fairness and respect for all students.</p> <ul style="list-style-type: none"> ● Evaluate the structures and practices within our buildings ● Engage all staff that have contact with students ● Roll out to District Directed PIR 2022-2023 	<p>Tom Moore Lance Boyd Ruth Uecker Heather Hoyer</p>	<p>August 2021 (secretaries October 29, 2021 (leadership, administrative assistants)</p>	<p>General Fund ESSER II ESSER III Federal Programs</p>



Stewardship and Accountability- “Reengagement, Reintegration & Remediation”

The District believes that our resources and staff are public assets requiring responsible stewardship, accountability and community involvement.

Goal: The district will utilize federal relief funds to enhance existing funding sources to maximize allowable expenditures associated with improving learning outcomes. as measured by annual reports.

<u>Action Steps</u>	<u>Cabinet Member Lead</u>	<u>When</u>	<u>Resources</u>
1. All District spending will follow District Policy, State Law, and the requirements set forth in Federal guidance provided for the ESSER II and ESSER III funds.	Brian Patrick (Tom Moore)	Summer of 2021; on-going	General Fund ESSER II ESSER III Designated Funds
2. The District will identify facility projects, using consultants when appropriate, to enhance the healthy, safe and secure environments for staff and students. A scope of work specific to each facility will be outlined and carried out. Each project will follow established procurement guidelines.	Brian Patrick (Tom Moore)	Summer of 2021; on-going	General Fund ESSER II ESSER III Designated Funds
3. The District will develop and implement systems of measurement and accountability for each component of the 2021/2022 strategic plan. (Academic Achievement, Health, Safe and Secure Schools and Stewardship and Accountability) <ul style="list-style-type: none"> ● Federal Money (CAREs and ARP) will be accounted for in a transparent fashion 	All Cabinet members	Summer of 2021;on-going	General Fund ESSER II ESSER III Designated Funds



Stewardship and Accountability- “Reengagement, Reintegration & Remediation”

<p>4. The district will enhance and support technology and infrastructure.</p> <ul style="list-style-type: none"> ● Enhance internal network (wired and wireless) ● Procure private fiber network ● Replace lost or damaged hardware ● Update and/or renew software subscriptions ● Purchase new and replacement devices ● Technology Professional Development ● On-line registration and enrollment system ● Synchronous AV system ● Electronic signature software ● Parent /Student communication system 	<p>Tom Hering</p>		<p>General Fund ESSER II ESSER III Technology Fund/E-Rate</p>
<p>5. The district will recruit, hire and retain highly qualified teachers and staff members.</p> <ul style="list-style-type: none"> ● Targeted planning around retention of high turnover groups (paras, food service workers, teacher aides) ● Expand new teacher(staff) training ● Review and revise training for new staff by grouping ● Evaluate ongoing training for all staff by employee group 	<p>Kerry Dattilo</p>		<p>General Fund ESSER II ESSER III Federal Programs</p>
<p>6. The district will work cooperatively with the GFPS Foundation to enhance high quality facilities, high quality teaching, and provide for life-long learning for students.</p>	<p>Stephanie Schnider</p>		<p>Building and Capital Projects dedicated Funds GFPS Foundation</p>

GFPS COVID-19 PHASES

GREEN

Phase 3

Minimal risk

Few isolated cases, with little or no evidence of exposure in a large communal setting such as schools. No limitations on group gathering size.

In-Person Learning Schools Open

- Social distancing to 3 ft. as is practical.
- Masks encouraged for students and adults who are immune compromised and those over 12 years who are unvaccinated.
- Public visitors in schools limited to school-related events and school business as per Board Policy.
- Extracurricular activities and events permitted without restriction.
- Facilities are available to outside use as per Board Policy.

YELLOW

Phase 2

Moderate risk

Moderate and/or sustained community transmission with likelihood of confirmed exposure within communal settings, with potential for increase in suspected cases. Group gatherings may be limited.

In-Person Learning Schools Open

- Restriction on physical distancing 3 ft.
- Maximum use of outdoor learning spaces, large spaces, such as gyms and cafeterias.
- Social distancing as is practical.
- Masks required for everyone, including on school buses.
- Remote Learning optional for grade levels or individuals.

RED

Phase 1

Critical risk

Substantial and uncontrolled community transmission, health care staffing significantly impacted, multiple cases in communal settings (health care facilities, schools, mass gatherings).

Remote Learning Schools Closed

- Teachers work from their classrooms, or remotely.
- Students participate online.
- No Transportation.
- Food Service - 100% remote.
- No extracurricular activities or event.



NOTES:

- Required personal health screening daily before you come to school or work each day. If you are sick, stay home. Seek a health care professional or school nurse for questions or concerns.
- All schools and offices practices hand sanitizing upon entry and attend to good hygiene and sanitation throughout the school day.
- All visitors to Great Falls schools should understand the potential for exposure to COVID-19 and assume the personal risk. Proper PPE (personal protective equipment), sanitation and/or social distancing is encouraged.
- GFPS will regularly seek the guidance of local Health Care Professionals, the County Health Department, the CDC and our own Registered School Nursing Team on the Health and Safety standards and protocols for our schools. These protocols will be widely communicated internally and externally through the most effective means to include, email, social media, emergency alerts and text messages, public announcements in mainstream media and in person verbal communications.
- If there is a confirmed case of COVID-19 or other serious communicable diseases in the school district, the County Health Department, in partnership with the GFPS nurses and administration, will complete the contact tracing and make the appropriate notifications based on the current protocols in place.
- GFPS may move into a different phase at any time depending on community status.
- GFPS School Board policies will guide all phases of the plans (whether explicitly stated or not) <https://www.gfps.k12.mt.us/domain/113>.
- Current Federal Law requires that all students wear masks on school buses to and from school.