Columbus H.S. LE0849

REVISED 2.20.2024

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

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

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**
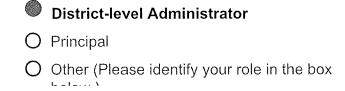- SEL Priorities

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 | Stillwater   ▼ |

District | Columbus H S, LE0849   ▼ |

Who is submitting this form?

Jeff Bermes

Please indicate your role in the district.

🔘 **District-level Administrator**

⭕ Principal

⭕ Other (Please identify your role in the box

What is your official school district email address?

jbermes@columbus.k12.mt.us

What is your school district phone number?

406-322-5375

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**

Provide a safe learning environment for all stakeholders to combat, reduce, and minimize COVID-19 transmission and future outbreaks.

☑ **Priority 2**

Provide educational access to all students to a free and appropriate education in all settings based on conditions associated with the COVID-19 pandemic.

☑ **Priority 3**

Provide educational program and services to mitigate the loss of learning during the COVID-19 pandemic and to reduce any further loss of instruction while maintaining a standard level of instruction.

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 Assessments - MAPS, ACT Prep, Dibels, State Assessments, attendance records, surveys, public comment

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

- [ ] Multi-Racial
- [ ] Migrant
- [ ] Homeless
- [ ] Foster Youth
- [x] **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.

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

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

- [ ]

■ meetings

■ **Website**

■ **Media**

■ **Social media**

■ **Email**

☐ Other (please identify in the box below)

3. Goals

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

■ **Math Goal**

Students will demonstrate measurable growth in Mathematics. Each student will improve their proficiency level as indicated in Math assessments or indicate one year of academic growth in Mathematics knowledge as defined by each student's grade level.

■ **ELA Goal**

Students will demonstrate measurable growth in ELA Content areas to include reading, writing, comprehension and grammar usage. Each student will improve their proficiency level as indicated in ELA assessments or indicate one year of academic growth in the ELA content standards as defined by each student's grade level.

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

The district will offer professional development for teachers and staff to help identify students with mental health issues. The district will work on forming mental health services to our students through local partnership with local mental health professionals. The district will provide new staff with mentors to help these staff members adjust to the tasks of the profession.

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.

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

▪ Math Goal Strategies, Actions, Timelines, and Assignments

The district will modify curriculum standards for grade levels to fill gaps in student knowledge level due to loss of instruction during the COVID-19 Pandemic. Assessments will be given at the beginning of the school level to provide a math content knowledge baseline for each student. Students/classes will then be given areas of need instruction to fill instructional gaps. To met this need the district will provide access to one-on-one tutoring for students during school and after school, modify class schedules to provide math instruction, use small group instruction to provide more in-depth instruction in areas of need or improvement. The district will assess student progress throughout the school year through our district testing platform which includes ACTPrep, state assessments, and classroom content proficiency assessments and adjust the needs of each student/class based on the achievement on those assessments. The building principal will monitor and track progress of each grade level and work with teachers to evaluate and adjust programs and instruction to meet the needs of the class level and student groups. Principals will report progress to the superintendent monthly. The district will assess the progress of our goals quarterly to make sure that our students are on track to gain a full year of math proficiency at their grade level.

▪ ELA Goal Strategies, Actions, Timelines, and Assignments

he district will modify curriculum standards for grade levels to fill gaps in student knowledge level due to loss of instruction during the COVID-19 Pandemic. Assessments will be given at the beginning of the school level to provide a ELA content knowledge baseline for each student. Students/classes will then be given areas of need instruction to fill instructional gaps. To meet this need the district will provide access to one-on-one tutoring for students during school and after school, modify class schedules to provide ELA instruction, use small group instruction to provide more in-depth instruction in areas of need or improvement. The district will assess student progress throughout the school year through our District testing platform and adjust the needs of each student/class based on the achievement on those assessments. The building principal will monitor and track progress of each grade level and work with teachers to evaluate and adjust programs and instruction to meet the needs of the class level and student groups. Principals will report progress to the superintendent monthly.

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

Form partnerships with local mental health professionals in our area to provide assistance to our student body. Provide Professional Development opportunities for teachers to identify and assist students struggling with mental health issues. Provide professional development in instructional training to help teachers manage curriculum for lost instruction due to the COVID-19 pandemic.

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

☐ American Indian or Alaska Native

- ☐ 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**

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

Describe your Math goal for each identified student group.

Each student group will be provided the same goal and resources to achieve the goal of attaining a proficiency rating in Math at their grade level or indicate one year's growth in mathematical knowledge as determined by the baseline assessment score given at the beginning of the 2021 school year.

Describe your ELA goal for each identified student group.

Each student group will be provided the same goal and resources to achieve the goal of attaining a proficiency rating in ELA at their grade level or indicate one year's growth in ELA content standard knowledge as determined by the baseline assessment score given at the beginning of the 2021 school year.

Describe your Other goal for each identified student group.

All student groups will be given equal access to mental health programs developed within the district.

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 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

☐ 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)

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

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**

■ **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.

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☐ 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

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.

- [x] **School facility repairs and improvements to enable operation of schools to reduce
  risk of virus transmission and exposure to environmental health hazards, and to
  support student health needs.**

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

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.

2

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.

2

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?

The district will monitor the ESSER funded intervention through monthly checkups - Academically - assessments, social, emotional and mental health - weekly staff meeting each Wednesday at 2:45 pm to discuss student needs and trends regarding metal health issues. Administration will then verify that resources from ARP ESSER funds are being used to meet these needs of the students.

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**

- ☐ 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!

BACK   NEXT