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:
  Goal Area 1: Safe Environment
  Statement of Intended Outcome: Within each school building, Kalispell Public Schools will create a climate and culture that makes each student feel valued, supported, and respected.
- Priority 2:
  Goal Area 2: Family and Community Engagement
  Statement of Intended Outcome: Kalispell Public Schools will form meaningful partnerships with students, families, community, partner districts, and other stakeholders.
- Priority 3:
  Goal Area 3: Challenging and Diverse Learning Environment
  Statement of Intended Outcome: Kalispell Public Schools will offer rigorous educational programs, appropriate interventions, and activities and experiences that are designed to support the skills, talents, and abilities of all 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:
  Instrument: SBAC
  Grade Level: 3-8
  Strategies:
  a. provide quality professional development for staff
  b. support PLC's for certified staff
  c. use Aimsweb to progress monitor and benchmark fall, winter, and spring
  d. use Bridges Intervention program to support tier 2-3 students
  e. hire a math intervention para for each elementary and middle school
  Timeline: the school year 2022-2023
  Responsible: Assistant Superintendent Matt Jensen and building principals
- ELA Goal Strategies, Actions, Timelines, and Assignments:
  Instrument: SBAC
  Grade Level: 3-8
  Strategies:
  a. provide quality professional development for staff
  b. support PLC's for certified staff
  c. use Aimsweb to progress monitor and benchmark fall, winter, and spring
  d. provide reading intervention programs such as Read 180
  Timeline: school year 2022-2023
  Responsible: Assistant Superintendent Matt Jensen and building principals
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
  Instrument: PowerSchool
  Grade Level: 9-12
  2022 Goal: course pass rate greater than 97%
  Strategies:
  a. monitor midterm grades
  b. offer after-school tutoring
  c. offer summer school for credit retrieval
  d. offer support time during critical times in the school calendar
  Timeline: school year 2022-2023

Responsible: Assistant Superintendent Peter Fusaro and high school principals
Instrument: PowerSchool
Grade Level: 9-12
2023 Goal: graduation rate greater than 95%
Strategies:
a. monitor grades and run frequent credit analysis
b. offer after-school tutoring
c. offer summer school for credit retrieval
d. offer support time during critical times in the school calendar
e. offer nontraditional opportunities such as work experience to earn credit
Timeline: school year 2022-2023
Responsible: Assistant Superintendent Peter Fusaro and high school principals
Instrument: ACT
Grade Level: 11
2023 Goal: composite score greater than 21
Strategies:
a. offer a wide variety of I.B. and A.P. classes
b. offer after-school tutoring
c. partner with the local college to offer Running Start and concurrent enrollment classes
d. offer support time during critical times in the school calendar
Timeline: school year 2022-2023
Responsible: Assistant Superintendent Peter Fusaro and high school principals
Instrument: Human Resources Department
Grade Level: Early K-12
2023 Goal: certified staff retention rate greater than 95%
Strategies:
a. develop effective onboarding checklists for new employees
b. provide a mentor for every certified person new to the district
c. provide ongoing induction support for every certified person new to the district
d. train building administrators on the "coaching" model for new certified staff
Timeline: school year 2022-2023
Responsible: Assistant Superintendent Peter Fusaro and high school principals
Instrument: SOS Committee (building and grade-level surveys)
Grade Level: Early K-12
2022 Goal: participation rate in MT SEL competencies skill activities with greater than 25% of our students and staff
Strategies:
a. introduce MT SEL competencies to district SOS team and building admin teams
b. provide ongoing professional development and support
c. plan for implementation of MT SEL competencies into the district SOS framework
Timeline: school year 2022-2023
Responsible: Federal Projects Director Sara Cole and building principals

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:
  Instrument: SBAC
  Grade Level: 3
  2023 Goal: 50% proficient
  Instrument: SBAC
  Grade Level: 4
  2023 Goal: 55% proficient
  Instrument: SBAC
  Grade Level: 5
  2023 Goal: 50% proficient
  Instrument: SBAC
  Grade Level: 6
  2023 Goal: 51% proficient
  Instrument: SBAC
  Grade Level: 7
  2023 Goal: 58% proficient
  Instrument: SBAC
  Grade Level: 8
  2023 Goal: 55% proficient
- ELA Goal:
  Instrument: SBAC
  Grade Level: 3
  2023 Goal: 54% proficient
  Instrument: SBAC
  Grade Level: 4
  2023 Goal: 68% proficient
  Instrument: SBAC
  Grade Level: 5
  2023 Goal: 64% proficient
  Instrument: SBAC
  Grade Level: 6
  2023 Goal: 66% proficient
  Instrument: SBAC
  Grade Level: 7
  2023 Goal: 69% proficient
  Instrument: SBAC
  Grade Level: 8
  2023 Goal: 64% proficient
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.):
  Instrument: PowerSchool
  Grade Level: 9-12
  2023 Goal: course pass rate greater than 97%
  Instrument: PowerSchool
  Grade Level: 9-12
  2023 Goal: graduation rate greater than 95%
  Instrument: ACT
  Grade Level: 11
  2023 Goal: composite score greater than 21
  Instrument: Human Resources Department
  Grade Level: Early K-12
  2023 Goal: certified staff retention rate greater than 95%
  Instrument: SOS Committee (building and grade-level surveys)
  Grade Level: Early K-12
  2023 Goal: participation rate in MT SEL competency skill activities with greater than 25% of our students and staff

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.
attendance, grades, SBAC scores, Aimsweb scores, ACT scores

Q8. What is your school district phone number?
406-751-3400

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?

SBAC, Aimsweb, ACT, SEL surveys, graduation rate, attendance, grades

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Extended learning time
- Tribal/community engagement
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Q11. Please indicate your role in the district.
- Other (Please identify your role in the box below.):
  Superintendent

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.

11

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.

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

Kalispell Public Schools will utilize consistent instruments and criteria to assess progress across subgroups of students; however, will utilize strategies, in addition to those described above, matched to the specific needs of our students. Our goals for academic success were iterated in Section 3 of this application.
Free/Reduced: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, multisensory math instruction utilizing programs such as Bridges, Math 180, ALEKS, etc..)
Homeless: Provide supplemental tutoring support provided by the Homeless/Transition Education Liaison and/or KPS staff
Foster: Provide supplemental tutoring support provided by the Homeless/Transition Education Liaison and/or KPS staff
Disabilities: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, multisensory math instruction utilizing programs such as Bridges, Math 180, ALEKS, etc..)
Provide individualized, case management services

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.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.
- None

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.
- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
- Title I, Part 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)
- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
- IDEA, Part B (Excess costs of providing FAPE)

Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

Q59.

Please provide the estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA's planned use of ESSER III Funds.

8

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

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)

Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

n.a.

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

County	Flathead
District	Flathead ~ Kalispell Elem, LE0310

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

- Public meetings
- Website
- Media
- Email

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

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

Kalispell Public Schools will utilize consistent instruments and criteria to assess progress across subgroups of students; however, will utilize strategies, in addition to those described above, matched to the specific needs of our students. Our goals for academic success were iterated in Section 3 of this application.
Free/Reduced: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, multisensory reading/writing instruction utilizing programs such as Reading Mastery, Orton Gillingham, Read 180, Writers Workshop, etc..)
Homeless: Provide supplemental tutoring support provided by the Homeless/Transition Education Liaison and/or KPS staff
Foster: Provide supplemental tutoring support provided by the Homeless/Transition Education Liaison and/or KPS staff
Disabilities: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, multisensory reading/writing instruction utilizing programs such as Reading Mastery, Orton Gillingham Read 180, Writers Workshop, etc..)
Provide individualized, case management services

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

Kalispell Public Schools will utilize consistent instruments and criteria to assess progress across subgroups of students; however, will utilize strategies, in addition to those described above, matched to the specific needs of our students. Our goals for academic success were iterated in Section 3 of this application.
Free/Reduced: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, SEL instruction utilizing programs such as Check-In/Check-Out, Restorative Practices, Student Support Groups, etc…)
Provide mental health/trauma informed providers
Homeless: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, SEL instruction utilizing programs such as Check-In/Check-Out, Restorative Practices, Student Support Groups, etc…)
Access to mental health/trauma informed providers
Access to support provided by the Heart Program and Homeless/Transition Education Liaison, including:
Clothes
School supplies
Food
Support in locating and accessing housing/transportation
Foster: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, SEL instruction utilizing programs such as Check-In/Check-Out, Restorative Practices, Student Support Groups, etc…)
Access to mental health/trauma informed providers
Access to support provided by the Heart Program and Homeless/Transition Education Liaison, including clothes, school supplies, food, etc...
Disabilities: Provide Tier 2/Tier 3 evidence-based interventions and best practices (e.g. Direct, small group, SEL instruction utilizing programs such as Check-In/Check-Out, Restorative Practices, Student Support Groups, etc…)
Access to mental health/trauma informed providers
Provide individualized, case management services

Q6. Who is the Authorized Representative submitting this form?
Micah Hill

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.

Q9. What is your AR email as shown in Egrants?
hillm@sd5.k12.mt.us

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Teachers
- Staff
- Local bargaining units
- Educational advocacy organizations
- Community members

Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

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

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

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

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

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.
- None

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.
- None

Montana School District ARP ESSER Plan Update

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

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

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

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

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:
i. implementation of evidence-based interventions;
ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
iii. identify, reengage, and support students who have experienced the impact of lost instructional time.
The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

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

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

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

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

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

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

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

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

Instructions for updating your school district ARP ESSER plan

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

Resources to help with completing your plan

- **Curriculum Selection**

- **Acceleration Guidance**

- **ESSA Tiers of Evidence**

- **Gap Analysis Tool**

- **U.S. Department of Education FAQ - ESSER/GEERS**

- **FAQ's of Maintenance of Equity Requirements**
- **Montana Office of Public Instruction ESSER website**
- SEL Priorities

Next Steps:

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

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

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.
Micah Hill, Superintendent, Peter Fusaro, Assistant Superintendent, Matt Jensen, Assistant Superintendent, Sara Cole, Director of Special Services, Denise Williams, Business Director, Casey Driscoll, Homeless/Foster Liaison, Building Administrators, Bargaining Units

Q75. Please write a summary statement describing this update. Example: "This submission reflects our first update of our plan in November of 2021"
This submission reflects our most recent update of our plan in December of this year based on administrative consultation

1. School District-Identified Priorities

2. Meaningful Consultation

3. Goals

4. Coordinating Funds

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

5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies,** to the greatest extent practicable, in order to continuously operate schools for in-person learning.

6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at OPI's Multi-Tiered Systems of Support page.

7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

8. Monitoring and Measuring Impact of ARP ESSER funds

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

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

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

Q77. Please select the statement below that accurately describes your role:
- I am the Authorized Representative for this district.

Q78. Please select the statement below that accurately describes this submission:
- This is the first time we are submitting this plan update

Q79. Please Sign Here
[Click here]

Embedded Data:

Q_R	R_3rO3MAtK6zJhEvg