Q1.
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.

Q73. Please review the information in these fields and verify that it reflects the submission of this update.

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

County [McCone ✔]

District [Circle Elem, LE0547 ✔]

Q6. Who is the Authorized Representative submitting this form?

Tara Hubing

Q11. Please indicate your role in the district.

◉ District-level Administrator

○ Principal

○ Other (Please identify your role in the box below.) [   ]

Q9. What is your AR email as shown in Egrants?

thubing@circleschools.k12.mt.us

Q8. What is your school district phone number?

406-485-3600

Q74. Describe the stakeholder consultation that was completed to inform this update. Include dates, locations, and links where relevant.

Circle Public Schools is in the process of evaluating and updating the ESSER Safe Return Plan sought public comment and input through posting to social media/school website, via email with staff, and notes sent home with students in grades K-12. Constituents were encouraged to call the school to set up a meeting to discuss any questions and/or concerns by September 30th, 2022. Final input will be sought at the October 2022 meeting of the Circle Board of Trustees.

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 the second update of our plan of June 6, 2023. .

Q30. **1. School District-Identified Priorities**

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

Improving air quality in school buildings.

☑ Priority 2

Addressing learning loss among students in all subgroups.

☑ Priority 3

Those other activities necessary to maintain the operation of and continuity of services and continuing to employ existing 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.

Assessment data- Spring 2022 SBAC Data for grades 3-8 and the Spring 2022 ACT data for grade 11.

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

- ☑ Economically Disadvantaged (Free and Reduced Lunch)
- ☐ White
- ☐ 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) Rural

Q41. 2. Meaningful Consultation

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

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

Q26. 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) personal contact and letters home

Q72. **3. Goals**

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

The goal is to (1) increase the magnitude of percentage of achievement at the proficient level while (2) achieving a linear distribution of magnitude of growth toward that goal from grade to grade within the level of proficiency, with steady increases of the percentage of students moving out of below-proficient, to proficient, and from proficient to above proficient, or steady-state. The SBAC Summative Math data in grades 3-8 from Spring 2022 indicates 54% proficient or above while 39% were below proficient.

Students at the lower margins of nearing proficient, and those below proficient have been identified by grade level teachers and through in-class instruction, Title I targeted assistance, and Tier I interventions, staff are implementing program interventions to address learning loss. FastBridge testing provides for quarterly review to reassess learning growth.

☑ ELA Goal

The goal is to (1) increase the magnitude of percentage of achievement at the proficient level while (2) achieving a linear distribution of magnitude of growth toward that goal from grade to grade within the level of proficiency, with steady increases of the percentage of students moving out of below-proficient, to proficient, and from proficient to above proficient, or steady-state. The SBAC Summative ELA data in grades 3-8 from Spring 2022 indicates 56% proficient or above while 44% were below proficient.

Students at the lower margins of nearing proficient, and those below proficient have been identified by grade level teachers and through in-class instruction, Title I targeted assistance, and Tier I interventions, staff are implementing program interventions to address learning loss. FastBridge testing provides for quarterly review to reassess learning growth.

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

The District will continue to finalize environmental control measures which included installation of HVAC units in each classroom to provide increased air circulation and temperature control, optimizing a safe and healthy learning environment for students and staff.

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

Components of this goal include expanded strategies otherwise included in the Title I program and the District's MTSS Program. These include: (1) use of research-based math programs for the 2022-2023 school year; (2) use of the enVisionmath 2.0 Common Core program in K-8; (3) use of envision Algebra I, enVision Algebra II, and enVision Geometry programs in grades 9-12; (4) use of the after-school program with scheduled study time and tutors to assist students with their academic growth (dependent upon ability to recruit a qualified educator for the program). The district utilizes Fastbridge-Assessments, Renaissance Star Math Tests, and curriculum assessments to inform instruction; the District will explore additional evidence-based activities, strategies, and/or interventions within the tiers of evidence parameters (i. e., strong-, moderate-, promising-evidence, and demonstrates a rationale). The District will formatively assess implementation strategies of intervention programs to maintain fidelity to implementation.

Beginning with the start of implementation of programs matched with identified needs and resource availability, the District will monitor progress with semi-annual and annual benchmarks.

A collaborative, inclusive team of educators, administrators, and other identified participants will report out on progress toward outcomes and processes used to effect outcomes.

☑

Components of this goal include expanded strategies otherwise included in
the Title I program and the District's MTSS Program. These include: (1)
use of research-based reading programs for the 2022-2023 school year; (2)
use of the ReadyGen 2016 Common Core program in K-6; (3) use of the My
Perspectives ELA National program in grades 8-12; (4) use of the after-
school program with scheduled study time and tutors to assist students with
their academic growth (dependent upon ability to recruit a qualified
educator for the program). The district utilizes Fastbridge-Assessments,
Renaissance Star Reading Tests, and curriculum assessments to inform
instruction; the District will explore additional evidence-based
activities, strategies, and/or interventions within the tiers of evidence
parameters (i. e., strong-, moderate-, promising-evidence, and demonstrates
a rationale). The District will formatively assess implementation
strategies of intervention programs to maintain fidelity to implementation.

Beginning with the start of implementation of programs matched with
identified needs and resource availability, the District will monitor
progress with semi-annual and annual benchmarks.

A collaborative, inclusive team of educators, administrators, and other
identified participants will report out on progress toward outcomes and
processes used to effect outcomes.

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

Continuation of programs matched with identified needs and resource
availability, the District will monitor progress with semi-annual and
annual benchmarks.

A collaborative, inclusive team of educators, administrators, and other
identified participants will report out on progress toward outcomes and
processes used to effect outcomes.

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

☑ American Indian or Alaska Native

☑ Black or African American

☑ Hispanic

☑ MultiRacial

☑ White

☑ Free and Reduced Lunch

☑ Homeless

☑ Students with Disabilities

☐ None

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

☑ American Indian or Alaska Native

☑ Black or African American

☑ Hispanic

☑ MultiRacial

☑ White

☑ Free and Reduced Lunch

☑ Homeless

☑ Students with Disabilities

☐ None

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

☑ American Indian or Alaska Native

☑ Black or African American

☑ Hispanic

☑ MultiRacial

☑ White

☑ Free and Reduced Lunch

☑ Homeless

☑ Students with Disabilities

☐ None

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

Children with Disabilities – English Learners – Children Experiencing Homelessness – Children and Youth in Foster Care The District will identify available resources to develop additional paraprofessional staff to assist in the delivery of special education services, and/or will utilize best-practices training to build capacity in existing staff to meet the needs in both time and content of children with disabilities. The District purchased Read Naturally, Renaissance, Reading Eggs, Mathseeds, Lexia, EdReady Montana, Read 180, and will select and purchase research based curricula as needed and identified by an inclusive team.

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

Children with Disabilities – English Learners – Children Experiencing Homelessness – Children and Youth in Foster Care The District will identify available resources to develop additional paraprofessional staff to assist in the delivery of special education services, and/or will utilize best-practices training to build capacity in existing staff to meet the needs in both time and content of children with disabilities. The District purchased Read Naturally, Renaissance, Reading Eggs, Mathseeds, Lexia, EdReady Montana, Read 180, and will select and purchase research based curricula as needed and identified by an inclusive team.

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

Children with Disabilities – English Learners – Children Experiencing Homelessness – Children and Youth in Foster Care The District will identify available resources to develop additional paraprofessional staff to assist in the delivery of special education services, and/or will utilize best-practices training to build capacity in existing staff to meet the needs in both time and content of children with disabilities. The District purchased Read Naturally, Renaissance, Reading Eggs, Mathseeds, Lexia, EdReady Montana, Read 180, and will select and purchase research based curricula as needed and identified by an inclusive team.

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.

We do not have any novel approaches. We will be starting up MTSS as we have been working for 2 years with OPI as a pilot school.

Q56. 4. Coordinating Funds

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

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

- ◉ Yes
- ○ No

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 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)

Q46. 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.

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
- ☐ Other (please identify in the box below) [   ]

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.

Yes, but we do not have any novel approaches to share.

Q47. 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.

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
- ☑ Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
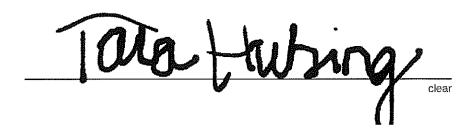
☑ Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

☐ Other (please identify in the box below) [   ]

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

☑ Career, Technical, and Agricultural Education expenses (approved under Perkins Act)

☐ Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

☐ Mental health supports

☑ Hiring new staff and avoiding layoffs

☐ Meeting the nutritional needs of underserved students

☐ Locating absent students and re-engaging disconnected youth

☐ Providing safe, healthy, inclusive learning environments

☑ Activities to address the unique needs of at-risk populations

☐ Developing and implementing procedures and systems to improve the preparedness and response efforts

☐ Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases

☐ Purchasing supplies to sanitize and clean the facilities

☐ Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

☑ Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

☑ School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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

☐ Other (please identify in the box below) [   ]

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.

We do not have an exceptional plan to share.

Q49. 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.

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)

☐ Other (please identify in the box below) [   ]

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.

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1
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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.

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0
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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.

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NA
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Q52. **8. Monitoring and Measuring Impact of ARP ESSER funds**

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?

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Evaluation of programs includes monitoring of fidelity of implementation and formative measures taken during implementation to ensure that effected
groups receive and benefit from programs.
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Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- ☑ Early Warning System
- ☑ Interim Formative Assessment
- ☐ Opportunities to Learn surveys
- ☑ Summative assessments
- ☑ Chronic absenteeism
- ☑ Student engagement

- ☐ Use of exclusionary discipline
- ☐ Advanced coursework
- ☑ Access to technology
- ☐ Educator PD on technology
- ☑ Access to and preparation of high-quality educators
- ☐ Access to mental health and nursing staff
- ☑ Student, parent, or educator surveys
- ☐ Per-pupil expenditures
- ☑ Classified and certified staff (numbers of positions or people)
- ☑ Summer, Afterschool, and ESY enrollment
- ☐ Health protocols
- ☐ Student enrollment by Mode of instruction
- ☐ Student attendance by Mode of Instruction
- ☐ Other (please identify in the box below) [   ]

Q55. 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.
- ○ I am submitting this data on behalf of 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
- ○ This submission represents a correction to an update we already submitted
- ○ Other [   ]

Q79. Please Sign Here

Tata Hubing

clear

Embedded Data

Q_R: R_1kMRzDsHc18VwF4

Recipient: thubing@circleschools.k12.mt.us

Location Data

Location: (47.4241, -105.6179)

Source: GeoIP Estimation

Montana