Q1.
Montana School District ARP ESSER Plans

Federal Requirement
The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:
 1. use funds to implement prevention and mitigation strategies;
 2. use the funds totaling not less than 20% to address lost instructional time;
 3. spend its remaining 80% of ARP ESSER funds;
 4. respond to needs of student disproportionately affected by the pandemic; and
 5. meaningfully engage with and consult stakeholders in crafting their plans.
Each of these federally required components are embedded into this school district ARP ESSER plan.

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

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

This template will guide the development of the school district's (LEA's) ARP ESSER plan.   The template sections are as follows:
1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

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

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

- Upload the PDF file of your responses to your district's webpage.

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

While completing your school district ARP ESSER plan, consider the following:
- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

Resources to help with completing your plan
- **Curriculum Selection**
- **Acceleration Guidance**
- **ESSA Tiers of Evidence**
- **Gap Analysis Tool**
- **U.S. Department of Education FAQ - ESSER/GEERS**
- **FAQ's of Maintenance of Equity Requirements**
- **Montana Office of Public Instruction ESSER website**
- **SEL Priorities**

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

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

County [Valley ▾]

District [Nashua K-12 Schools, LE0937 ▾]

Q6. Who is submitting this form?

[Jeanine Sundby]

Q11. Please indicate your role in the district.

○ District-level Administrator

○ Principal

◉ Other (Please identify your role in the box below.) [Superintendent/K-12 Principal]

Q9. What is your official school district email address?

jsundby@nashua.k12.mt.us

Q8. What is your school district phone number?

4067463411

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

Loss of learning due to lack of face to face attendance and in-person learning.

☑ Priority 2

Technology needs and familiarity especially for students who are sick or in quarantine and families who are in areas with little or no internet or in home technology.

☑ Priority 3

Proper equipment (scissorlift) to assist in repair and maintenance of aging HVAC systems. Areas with high traffic, such as the cafeteria tables and playground require updates to enable easier cleaning and social distancing to keep students and staff healthier.

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.

The Nashua School reviewed attendance records, surveys, internal curriculum review, ICU Database information, and our student achievement records to try and identify our areas of need.

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) [ ]

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 Conversations with staff, health officials, and community members]

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

```
Using the Smarter Balanced Assessment as one of the primary data points
the district goal is to increase the percentage of students scoring
proficient in grades 3-8 by 10% in math from 17% in the Spring of 2021 to
27% on the SBAC in the Spring of 2022.  (3 yr. trend is 26%).   Using the
ACT as one of the primary data points the goal is to increase the ACT math
score for district 11th graders to 19.2 on the ACT test. 3 yr. average was
17.57 in 2019.

The school will also closely monitor the daily classroom academic records
to help identify students who may be continuing to struggle due to the
impact of the COVID-19 virus on our learning structure.
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☑ ELA Goal

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Using the Smarter Balanced Assessment as one of the primary data points
the district goal is to increase the percentage of students scoring
proficient in grades 3-8 by 6% in ELA from 36% in the Spring of 2021 to
42% on the SBAC in the Spring of 2022.  (3 yr. trend is 42%).  Using the
ACT as one of the primary data points the goal is to increase the ACT ELA
score for district 11th graders to 19.3 on the ACT test. 3 yr. average was
16.8 in 2019.

The school will also closely monitor the daily classroom academic records
to help identify students who may be continuing to struggle due to the
impact of the COVID-19 virus on our learning structure.
```

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

```
The Nashua School will continue to conduct a thorough review and update of
our curriculum across all grade levels. The goal is to move to a
curriculum that has a strong online platform to allow for a better
distance learning model for our students.

This will allow us to more easily transition to a distance learning model
if necessary as well as give us the flexibility to use this learning model
to help ensure the health and safety of our students and staff.
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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

The Nashua School will be launching our Porcupine Learning Center for the
21-22 school year. This is a program that is designed to help identify and
help at risk learners or students who have lost learning due to the COVID-
19 pandemic.

The program will be focused on grades K-5 and will work with students
primarily in the subjects of Math and ELA.

The Nashua School will continue to use our ICU Program to help identify 6-
12 students who are struggling academically. The program is a database
that tracks missing or low quality assignments. These students are then
assigned to work with their teacher(s) to redo or work on assignments for
resubmission.

The Nashua School was able to return to face to face learning for most of
the 20-21 school year and found that our student population had
encountered a significant amount of learning loss. It is our goal to have
all of our students at equal or above their learning levels before the
impact of COVID-19 in the next two academic years.

The Nashua School will work collectively as a staff to achieve our goal of
student learning. We check our eligibility weekly to assess the academic
achievement of our students for extracurricular activities but will expand
the scope to help identify and work with our at risk students. We will
meet regularly as a staff to monitor and identify any students who may be
in need of extra help.

☑ ELA Goal Strategies, Actions, Timelines, and Assignments

The Nashua School will be launching our Porcupine Learning Center for the
21-22 school year. This is a program that is designed to help identify and
help at risk learners or students who have lost learning due to the COVID-
19 pandemic.

The program will be focused on grades K-5 and will work with students
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The Nashua School will work collectively as a staff to achieve our goal of
student learning. We check our eligibility weekly to assess the academic
achievement of our students for extracurricular activities but will expand
the scope to help identify and work with our at risk students.

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

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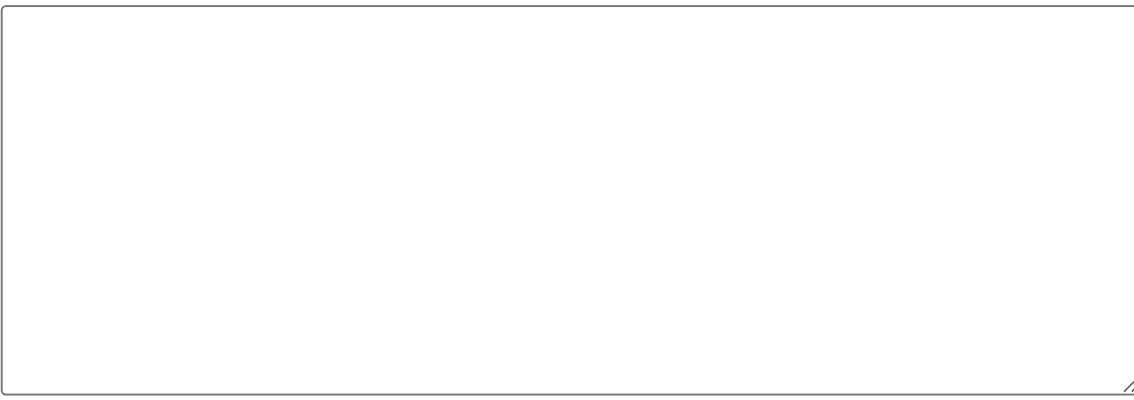
Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- ☐ 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.

> The goal for the identified group is: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 4% proficient. 3 yr. trend = 14% proficient 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in math on the SBAC in the Spring of 2022. District 2021 average was 0% proficient. 2 yr. trend = 5% proficient 3. To increase the ACT math score for economically disadvantaged students in grade 11 by .5 on the ACT test.

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

> The goal for the identified group is: 1. To increase the percentage of Economically Disadvantaged students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2022. District 2021 average was 8% proficient. 3 yr. trend = 28% proficient. 2. To increase the percentage of SPED students scoring proficient in grades 3-8 by 10% in ELA on the SBAC in the Spring of 2022. District 2021 average was 8% proficient. 2 yr. trend = 9% proficient 3. To increase the ACT ELA score for economically disadvantaged students in grade 11 by .5 on the ACT test.

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

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.

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.

This question was not displayed to the respondent.

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.

[   ]

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.

[   ]

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.

0

Q59.
Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

0

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.

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?

The Nashua School will use our Test Data, Attendance Records, Daily Student Achievement Records, and data collected from our PLC and ICU programs to continually monitor and gauge the success of the programs and policies that we have put in place to help combat the loss of learning and deficiencies in technology that we have identified. The Nashua School will also use the information gathered from surveys of students and parents to monitor the availability, comfortability and preparedness of our students and community to use a distance learning model.

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. 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!

Location Data

Location: (48.225692749023, -103.65110015869)

Source: GeoIP Estimation