

REOPENING MONTANA SCHOOLS GUIDANCE

PUTTING MONTANA STUDENTS FIRST

JULY 2, 2020

OFFICE OF PUBLIC INSTRUCTION

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

July 2, 2020

Dear Montana students, families, and educators,

Thank you for going above and beyond to successfully complete this school year in the face of extraordinary circumstances. I am proud and inspired by your leadership. COVID-19 showed that no matter the challenges that our schools face, communities will step up to ensure students continue to receive the excellent education that they deserve while keeping safety at the forefront.

As your Superintendent of Public Instruction, I committed to bringing together diverse task forces to create high-quality guidance and resources for reopening Montana schools this fall. I am pleased to be able to share this guidance document and I want to thank the students, parents, educators, health officials, Office of Public Instruction (OPI) specialists, and other dedicated individuals who came together to create it.

In this document, you will find various scenarios under which education might be operating this coming school year. It includes guidance and resources in the areas of:

- Safe physical environments.
- Academic programming.
- Social-emotional support.
- Flexibilities within state rules and statute.
- School nutrition.
- Special education.
- A variety of other issues related to education.

The OPI will continue to update this document based on your feedback and the evolving health situation in our state. While there is much uncertainty with what the coming school year will look like, we must all work together to put Montana students first.

Please continue to visit the OPI's "Reopening Montana Schools" webpage for the latest information.

Sincerely,

Elsie Arntzen

Elsie Arntzen

Montana Superintendent of Public Instruction

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Overview of School Reopening Guidance

Superintendent of Public Instruction Elsie Arntzen launched the Montana Flex 2020 and Montana Learn 2020 Task Forces (see Appendix F for a list of task force members) to assist in developing K-12 public schools reopening guidelines for the 2020-2021 school year. Superintendent Arntzen has consistently shared that the new normal in Montana's K-12 schools will look different because of COVID-19. She has begun organizing the internal and external flexibilities the OPI and schools will need to serve students in this new environment.

In May and June 2020, the Task Forces were charged with drafting school re-opening guidance that is reflective of safety factors, family needs, student learning, and teacher professional development. The guidance is intended to reflect the flexibility necessary for local control and decision-making, while providing a framework of options for local communities.

These task forces, in collaboration with the Montana Office of Public Instruction (OPI)'s *Montana School Safety Advisory Committee*, represented by the Office of Public Instruction Superintendent's Office, OPI-Health Enhancement & Safety Division, Montana Disaster and Emergency Services, Montana School Boards Association (MTSBA), MT Department of Health and Human Services, University of Montana Safe Schools Center, Salish Kootenai College, Montana School Counselor Association, Lewis & Clark Public Health, U.S. Department of Homeland Security, Montana Department of Justice, School Administrators of Montana (SAM), Montana Rural Education Association, Montana Small Schools Alliance, Governor's Office of Community Service, National Center for Health Care Informatics - Praxis Center, Kalispell Police Department, Butte Central, T.E.S.T., Inc., Office of the Commissioner of Higher Education(OCHE), Reflex Protect, and the Region 17 Comprehensive Center at Education Northwest, developed the following guidance.

**Disclaimer: Any information appearing in this document regarding COVID-19 is subject to change. This document is a guidance document composed by Montana education stakeholders. The guidance is dynamic and will change and grow as the impact of COVID-19 changes. This document is not a legal document or an exhaustive list of actions that will need to be considered. This document is for general informational purposes only and should not be construed as advice, requirements, or mandate. The information, samples, templates, tips, and techniques provided in this document are intended solely as examples of practices, do not impose, or imply legal or regulatory requirements, and may not apply to all situations based upon circumstances. This document does not substitute for any law, or regulations, Centers for Disease Control and Prevention (CDC) or other public health messages or guidance.*

Montana is a "local control" state. The best and final public education decisions are made by school district administrations, local school boards, and community stakeholders who know the context and unique needs of their local communities.

Per the Governor's directives (Appendix A), and in coordination with local public health departments who are authorized to announce the process for recovery, the school district working with authority of the local school board may begin the preparations for the reopening of schools. The local health department should also be a partner in ensuring schools are reopened in a healthy and safe manner.

As we approach the beginning of the school year, we encourage school leaders to plan for multiple scenarios and consider the different consequences of each. Concurrently, we want to ensure, regardless of the scenario, when we re-engage with students that schools continue to take safety precautions to ensure the health of their students, staff, and greater community.

It is recommended that you form a reopening planning team including your school's/district's "Emergency Operation Team" (EOP), school leadership, staff, local tribal leaders, and community stakeholders, and assign a lead, at minimum, for the following recovery areas:

a) Social, Emotional, and Behavioral

b) Academic Programming

c) Physical & Structural Safety

Additional planning teams may be needed to address local needs beyond the above three.

As COVID-19 impacts are fluid, we anticipate that multiple scenarios may occur when schools re-open in the fall of 2020 or may occur throughout the school year. Four scenarios are included as guidance examples for you. Following state directives, individual districts in consultation with local health authorities should determine which scenarios best fit their local situations.

- **Scenario 1**: Buildings Closed: All students remote learning.
- **Scenario 2:** A limited number of students present in school building, with remote learning occurring for students who are off-site.
- **Scenario 3:** Increased capacity/number of students in the school building, limiting number of activities to allow for continued physical distancing, and continued remote learning for students who are off-site.
- **Scenario 4:** Near full capacity and full operations, continued vigilance in health and safety best practices, with remote learning for students who are off-site.

Much of the guidance provided under Scenarios 1 and 2 is applicable to Scenarios 3 and 4. You will see overlap, to ensure appropriate gravity is given to individual considerations within each scenario. Additionally, Scenario 2 recommendations include logistical items for schools to consider prior to reopening school buildings after a prolonged closure. **Therefore, we recommend reviewing the document beginning with Scenario 1 and reading through each scenario's guidance.**

As plans are developed, school leadership should include their local health department, students, families, school boards, community members, local tribal leaders, teachers' unions or other collective bargaining units to ensure all stakeholders are informed of the safety planning and decision-making process. School leaders can start by reviewing the CDC's Schools Decision Tool- Public Health Considerations for Reopening Schools During the COVID-19 Pandemic to determine readiness for reopening.

This document will provide guidance for where flexibilities exist within code and statute and could be beneficial as you reopen your schools and navigate potential complexities presented by COVID-19 (See Appendix C).

You can use the questions below to direct you to guidance specific to the topic for which you are searching.

Guiding Questions	Relevant Guidance
Will you be providing any remote learning opportunities to students?	• Utilize guidance for Scenario 1.
Do you anticipate a blended learning model with some students on campus at times and other students receiving distance instruction?	• If yes, first visit the Academic Programming guidance in Scenario 1 and then visit the Academic Programming guidance for Scenario 2. • Utilize Social, Emotional, and Behavioral and Physical and Structural Recommendations from Scenario 2.
Are you anticipating an increased need to assess students for purposes of determining current levels of proficiency?	• If yes, visit Scenario 1's guidance on Assessment.
Is physical distancing still a necessity?	• If yes, first visit Physical and Structural Recommendations from Scenario 2.
Do you anticipate it necessary for cleaning, sanitation, and hygiene precautions to be more stringent than normal?	• If yes, first visit Physical and Structural Recommendations from Scenario 2.
Are you looking for guidance related to services for students with disabilities?	• Visit the Special Education guidance.
Are you looking for flexibility in the law to better allow you to provide support for students?	• Visit the identified Flexibilities.

In each scenario, schools are encouraged to follow current CDC guidelines (see Appendix B) and other safety measures to prevent a re-emergence of COVID-19.

As schools reopen, the district's planning team can monitor the progression within the phases. **In all scenarios,** all staff are encouraged to monitor for re-emergence of COVID-19 symptoms. School administration should remain in constant contact with the local health department for continued updates on community re-emergence indicators. Regardless of the state's current phase status, it is recommended that school leaders review the guidance provided for each scenario to determine which conditions for student learning and safety need to be addressed in their schools. **Student safety and well-being is the number one priority.**

Additional resources related to school re-opening are provided by the Montana University System and the Montana Public Education Center (MT-PEC). Please see Appendices D and E.

Scenario 1: Buildings Closed:

All students remote learning.

All students remote learning model: This model will only occur if the state of Montana is under a complete stay-at-home order and/or school buildings are closed.

Scenario 1: Buildings Closed: All students remote learning.

Social, Emotional, and Behavioral

Student, Staff, and Family Considerations

- Create a plan to communicate with and support students.
- Identify and provide access to well-being and mental health support for students, families, and all staff.
- Notify teachers, staff, students, and parents about support services available.
- Access mental health and healthcare providers for support. Activate mental health/student support service team (school counselor, community Mental Health Partners, CSCT) to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Facilitate collaboration with local tribal resources and indigenous support systems.
- Facilitate the provision of wrap-around services to all students and families in need.
- Ensure that all student groups are receiving equitable services per Montana's ESSA plan.
- Establish consistent schedules and routines to ensure stability for students and families.
    - Provide structured time for students to meet with teachers.
- Include students in planning conversations with administration and school boards.
    - Create focus groups of students to provide input and feedback on school opening plans/processes.
- Modify school traditions that promote engagement to continue in a remote format. Examples include assemblies, celebrations, lunch with the principal, etc.
- Include families and the community in planning conversations with administration and school boards.
    - Create focus groups of family and community members to provide input and feedback on school opening plans/processes.
- Provide guidance and support to families to support their student's education.
    - Ensure learning/instructional environments that do not rely on parents to act as the teacher.
- Post information on the school district website and on social media for parents regarding helping children cope with tragedies (i.e., "Teaching Children How to Respond to Tragedies" from the National Association of School Psychologists).
- Offer Trauma-informed resources.
- Implement a social-emotional learning curriculum.
- Facilitate opportunities for students to socialize with peers in a safe manner.

- Facilitate student engagement in elective courses.
- Align approaches for afterschool programs.
- Provide training and resources for classroom teachers on recovering from traumatic events.
- A mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, is encouraged to be provided to the EOP and/or school administrator each day. This report can include the mental status of students and staff to determine if additional mental health services are needed.
- Provide times for staff to feel supported, voice concerns and/or solutions, and reconnect as a school team. These times could look like scheduled individual and group check-ins, informal gatherings, and/or established all staff discussions. Encourage and model the importance of self-care practices upon return to school.

Acceptable Use of Technology and Online Ethics

- Update acceptable use plan for the use of district devices and technology.
  - Including policies/procedures for educators using social media and personal texts/cell phones to communicate with students.
- Develop a plan to communicate the acceptable use plan to all students and families.
- Ensure student data privacy protections are in place
- Require a signed consent of agreement with the policy.
- Use current digital citizenship or acceptable use agreements, and include language describing usage of district-issued devices at home.
- Create a clear, succinct statement describing safe, successful online learning interactions, including basic digital citizenship.
- Develop protocols to recognize and report cyberbullying.
- Provide professional development for teachers in online guidelines, including mindfulness about what is in the background of webcams when working from home and using recordings to document one-on-one student interactions, as necessary.

Communication

- Post all information from the district and school levels in a centralized location for all community members to access (Example).
- Create a spreadsheet, district-wide, for all codes, etc. to access all learning platforms and programs.
- Employ a consistent communication plan and platform (SeeSaw/Google/Slack/cell phone/email) between:
  - Staff and Families
  - Staff and Student
  - Student and Student

- Staff and Administration
- Staff and Staff
- Administration and Community

- Ensure and facilitate use of the communication platform throughout the district.
- Document all direct communication and communication attempts with families.
- Update all parent contact information.
- Develop communication protocol at a classroom, school, district and community level.
  - Ensure communication is necessary and not excessive. Assign groups of students to one specific educator so all students have one adult in the building that they expect to receive consistent communication from, and facilitate weekly check-ins of students with limited access to technology and/or students with low engagement.
  - Post weekly learning plans for each classroom in a centralized location for students and families to access.
  - When communicating with parents of middle school and high school students via email, include the student email in the communication when appropriate.
- Provide guidance to families on the structure of the school day.
- Provide consistent opportunities for families to provide feedback to teachers.
- Set norms for how students can reach out to teachers, and help empower students to connect with each other, by:
  - Developing norms for a reasonable time limit for responses to student questions.
  - Allowing for flexibility of schedules of both teachers and families while maintaining appropriate boundaries.
  - Considering setting up an appointment-making program that allows teachers and students time to meet in response to student questions and needs (e.g., standardized electronic calendar platform).
- Make sure support staff are briefed and participating in communication attempts and protocol.
- Develop a protocol for notifying families when changes to learning plans occur.
- Ensure that all Limited English Proficient parents have access to all communication in their primary language.
- Make all materials and communications accessible.

Roles and Responsibilities

- Define teacher role and parent expectations at the beginning of the year through community meetings (virtual or face-to-face back-to-school night or printed/electronic communication).
- Provide opportunities for parents to download apps and to attend training on necessary technology tools at the start of the school year.
- Each student should have a designated contact person, particularly for students receiving Individual Education Plan (IEP), English Learner (EL), and 504 services.

- Determine a plan for all members of a student team for delivering and providing accommodations in IEPs, 504s, and EL status.
- Create and share district-wide guidelines with families to help with reasonable academic remote work time.
- Teachers should provide weekly opportunities for office hours, community meetings for the whole group, small group, and 1:1 instruction for all students.

Equity Considerations

- Create a clear attendance plan and communicate with all families, students, educators, and staff.
  - Consider extenuating circumstances and maintaining equitable access for students.
- Allow for one-on-one meetings for students having difficulty accessing online platforms.
- Allow for small meetings for student tutoring.
- Allow for flexibility in staff hours for students who only have access to online resources outside of typical school-day hours.
- Consider classes that may require an increase in supply budget to provide and send home lab materials.
- Evaluate course placement/prerequisites on a case by case basis.
- Consider that technology is not available for everybody.
- Every effort should be made to ensure internet and Wi-Fi accessibility for teachers, students, and families.
  - Consider hotspots or satellite for the internet, if the internet for all is not a possibility, and rely on the postal service to connect with all families.
  - Explore the possibility of a school bus mobile internet hotspot.
- Provide access to technology and devices for student use.
- Collaborate and coordinate with community businesses, providers, and members to facilitate phone line, internet, and computer access for all families/students/teachers.
- Provide teachers with professional development.

Academic Programming

*When implementing remote learning, note available flexibility provided by MCA 20-1-101 (5)(14) and 20-7-118 that offsite learning is specifically authorized as a means of meeting the aggregate hours of instruction.

Remote Learning Platforms

- Consider using online learning platforms previously used in the face-to-face classroom setting.
- Ensure all teachers and administrators sustain usage of the agreed upon platform.
- Provide professional development for teachers on the selected learning platform (Example).
- Collaborate with teachers to ensure required professional development is within negotiated contracts.
- Provide parent professional development and education on different grading models, technology, platforms, educational philosophies, and reasoning.
- Provide mentor programs for teachers new to the profession, or any teacher who is facing challenges with technology or platforms.
- Provide tutorials for all utilized technology for staff, families, and students.
    - E.g., how to access, check, submit instructional materials.

Instructional Delivery: Remote Learning

- Educational leadership identifies steps to ensure instructional integrity.
- Develop guidelines for teachers in synchronous and/or asynchronous delivery, keeping in mind equity with internet access and device availability (Example.)
- Create guidelines for asynchronous instructions including the use of teacher made videos, professional videos, etc.
- Create guidelines for synchronous instructions including recording length and attendance, and by providing multiple synchronous opportunities so families can juggle multiple schedules, etc.
- Provide all synchronous instruction in optional asynchronous formats.
- Provide teacher training in best practice in delivery methods virtually.
- Communicate standards and expectations for lesson delivery to parents and students.
- Provide students and staff with materials (technology, lab supplies, paper copies) for remote learning.
- Provide guidelines for length of instruction and activities per day/week (note minute recommendation under roles and responsibility).
- Provide consistent expectations and equitable policy for late work.
- Identify priority standards and incorporate previous grade content into grade level standards. Grade level content should always be the focus.

- Find ways to assess and formatively assess students regularly to confirm essential benchmarks.
- Facilitate teacher engagement in standards (benchmark) priority work during the summer of 2020 to ensure delivered learning is focused and efficient (consult contract negotiations).
- Consider forming a committee of teachers to unpack and prioritize standards across content areas and grade levels.
- Develop appropriate scope and sequence for the 2020-21 school year.
- Adjust scope and sequence as needed based on student beginning-of-year benchmark assessments.
- Be flexible and open to new grading systems (e.g., proficiency-based, standards-based grading; Personalized/proficiency-based learning both at the individual level and as an exception to aggregate hours of instruction are allowed under MCA 20-9-311 (4) (d and Rule 10.55.906).
- Be consistent and communicative in implementation of the grading system.
- Update grading platforms/tools.
- Ensure assessments match the grading system.
- Provide professional development to teachers on any newly adopted grading system.
- Communicate to families and students any changes and implications of newly adopted grading systems.
- Provide professional development on how to differentiate instruction in remote settings.
- Provide time for co-planning with teachers.
- Teachers should include group work so that students can communicate and get to know each other.
- Provide families with clear, concise, essential standards and/or benchmarks for each grade level or course.
- Encourage teachers to provide families with options to individualize learning experiences that best suit their family needs.
- If adopting new textbooks, consider ones with easy-to-use online access and accommodations (e.g. read aloud capabilities).

Student Assessment

- Develop a yearlong plan for assessing student proficiency
- Plan to conduct diagnostic assessments.
- Communicate and organize all assessments prior to lesson design.
- Assess students at the beginning of the school year to identify current student proficiency.
- Ensure assessments align with Montana content standards.
- Establish procedures to check weekly for student proficiency. Adjust instruction accordingly.

Physical and Structural Safety

Safety Considerations for Remote Learning

- Limit the use of paper packets. Consider alternative methods to passing paper assignments and projects back and forth between teachers and students.
- Provide training and/or resources on how to clean personal items such as laptops and keyboards if they are shared and for home use.
- School staff will disseminate to students current and medically accurate information regarding infectious and communicable diseases; including the transmission and prevention of diseases, as required by the Montana Health Enhancement Standards.

Scenario 2: A mixed model of traditional and off-site learning.

In Scenario 2, a limited number of students will be present in the school building at one time, with remote learning occurring for all students not onsite. This will require a blended approach for the planning and delivery of learning opportunities for students.

Schools that plan to reopen should consult the Governor's school reopening guidelines provided in Appendix A. **In all phases,** all staff are encouraged to monitor for the re-emergence of COVID-19 symptoms with school administration in contact with the local health department for continued updates on community re-emergence indicators. School leadership should monitor daily attendance for increases in absenteeism.

If schools plan to reopen they should consider:

- Implementing an alternative educational delivery model that includes a mix of in-person and remote learning.
- Providing focused individual education, especially for at-risk students.
- How to reconnect and meet the educational needs of students who fall behind in a remote learning environment.
- The importance of maintaining the connection between students, teachers, and parents.
- The important role that schools play in the health of students, families, and communities.

If relaxed restrictions are resulting in a new wave of infections, **schools may need to return to Scenario 1.** Continue to work in collaboration with local health officials who can help determine any level of transmission in the community.

CONFIRMED or **SUSPECTED** case of COVID-19

- Collaborate with public health to ensure each school has a plan for reporting, contact tracing and both short-term or extended closures in the case of a positive COVID case related to the school or community.
- Utilize CDC guidelines.
- Schools may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. Please refer to the Interim Guidance for Administrators of US K-12 Schools and Childcare Programs-Confirmed Case for more information. See also Appendix B Confirmed Case of COVID-19 in the Building: School Decision Tree.

Social, Emotional, and Behavioral

Student, Staff, and Family Considerations

- School districts planning for students and staff to return following COVID-19 closures must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring that staff feel their physical and mental health needs are supported. Districts should ensure all policies or recommendations are culturally sensitive and ensure equity and access for all youth. For more information, see the ASCA and NASP School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19.
- Activate the mental health/student support service team to plan for students and staff, in conjunction with local mental health services staff, including post-traumatic stress syndrome counseling.
- Provide training and resources for classroom teachers on recovering from traumatic events. This information will be provided in a separate document to provide guidance and support.
- Post information broadly for parents regarding helping children cope with tragedies
- A mental health status report, based on guidelines provided by the counselors and the Crisis Management Team, is encouraged to be provided to the school administrator each day. This report can include the mental status of students and staff to determine if additional mental health services are needed.
- Notify teachers, staff, students, and parents about support services available.
- Provide times for staff to feel supported, voice concerns and/or solutions, and reconnect as a school team. These times could look like scheduled individual and group check-ins, informal gatherings, and/or established all staff discussions. Encourage and model the importance of self-care practices upon return to school.
- Create a plan to communicate with and support students if school does not return to "normal" in the fall.
- Facilitate collaboration with local tribal resources and indigenous support systems.
- Facilitate the provision of wrap-around services to all students and families in need.
- Establish consistent schedules and routines to ensure stability for students and families.
    - Provide structured time for students to meet with teachers.
- Include students in planning conversations with administration and school boards.
    - Create focus groups of students to provide input and feedback on school opening plans/processes.
- Include families and the community in planning conversations with administration and school boards.
    - Create focus groups of family and community members to provide input and feedback on school opening plans/processes.

- Provide guidance and support to families to support their student's education.
  - Ensure learning/instructional environments that do not rely on parents to act as the teacher.
- Offer trauma-informed resources.
- Implement a social-emotional learning curriculum.
- Facilitate opportunities for students to socialize with peers in a safe manner.
- Facilitate student engagement in elective courses.
- Align approaches for afterschool programs.
- Provide training and resources for classroom teachers on recovering from traumatic events.

Acceptable Use of Technology and Online Ethics

- Develop an acceptable use plan for the use of district devices and technology.
- Develop a plan to communicate the acceptable use plan to all students and families.
- Require a signed consent of agreement with the policy.
- Use current digital citizenship or acceptable use agreements, and include language describing usage of district-issued devices at home.
- Create a clear, single-page statement describing safe, successful online learning interactions, including basic digital citizenship.
- Develop protocols to recognize and report cyberbullying.
- Provide professional development for teachers in online guidelines, including mindfulness about background content when working from home and using recordings to document one- on-one student interactions, as necessary.

Communication

- Post all information from the district and school levels in a centralized location for all community members to access (Example).
- Create a spreadsheet, district-wide, for all codes, etc. to access all learning platforms and programs.
- Employ a consistent communication plan and platform (SeeSaw/Google/Slack/cell phone/email) between:
  - Staff and Families
  - Staff and Student
  - Student and Student
  - Staff and Administration
  - Staff and Staff

- Administration and community

- Ensure and facilitate use of the communication platform throughout the district.
- Document all direct communication and communication attempts with families.
- Update all parent contact information.
- Develop communication protocol at a classroom, school, and district level (e.g. weekly newsletter, bi-monthly phone calls).
  - Ensure communication is necessary and not excessive. Assign groups of students to one specific educator so all students have one adult they expect to receive consistent communication from.
  - Facilitate weekly check-ins of students with limited access to technology and/or students with low engagement.
  - Post weekly learning plans for each classroom in a centralized location for students and families to access.
  - When communicating with parents of middle School and high School students via email, include the student in the communication when appropriate.
- Provide guidance to families on the structure of the school day.
- Provide consistent opportunities for families to provide feedback to teachers.
- Set norms for how students can reach out to teachers, and help empower students to connect with each other by:
  - Developing norms for a reasonable time limit for responses to student questions.
  - Allowing for flexibility of schedules of both teachers and families while maintaining appropriate boundaries.
  - Considering setting up an appointment-making program that allows teachers and students time to meet in response to student questions and needs (e.g., standardized electronic calendar platform).
- Make sure support staff are briefed and participating in communication attempts and protocol.
- Develop a protocol for notifying families when a teacher is sick and unable to attend to remote/blended learning responsibilities.
- Ensure that all Limited English Proficient parents have access to all communication in their primary language.
- Make all materials and communications accessible.

Roles and Responsibilities

- Define teacher role and parent expectations at the beginning of the year through community meetings (virtual or face-to-face back-to-school night or printed/electronic communication).
- Provide opportunities for parents to download apps and to attend training on necessary technology tools at the start of the school year.

- Each student should have a designated contact person, particularly for students receiving IEP, IL, and 504 services.
- Determine a plan for all members of a student team for delivering and providing accommodations in IEPs, 504s, and EL status.
- Create and share district-wide guidelines around "minutes" with families to help with reasonable academic remote work time.
- Teachers should provide weekly opportunities for office hours, community meetings for the whole group, small group, and 1:1 instruction for all students.

Equity Considerations

- Create a clear attendance plan and communicate with all families, students, educators, and staff.
    - Consider extenuating circumstances and maintaining equitable access for students.
- Allow for one-on-one meetings for students having difficulty accessing online platforms.
- Allow for small meetings for student tutoring.
- Allow for flexibility in staff hours for students who only have access to online resources during the evening.
- Provide a space for students to meet for guided study hall, and in-person access to tutors.
    - Identify community partners to provide childcare options for hybrid models to provide guided study halls.
    - Place tutors and laptops at lunch distribution sites.
- Identify classes that lend themselves more to online learning and which classes may require more in-person time.
- Consider classes that may require an increase in supply budget to provide and send home lab materials.
- Evaluate course placement/prerequisites on a case-by-case basis.
- Consider that technology is not available for everybody.
- Every effort should be made to ensure internet and Wi-Fi accessibility for teachers, students, and families.
    - Consider hotspots or satellite for the internet.
    - Explore the possibility of a school bus mobile internet hotspot.
- Provide for access to technology and devices for student use.
- Collaborate and coordinate with community businesses, providers, and members to facilitate phone line, internet, and computer access for all families/students/teachers.
- Provide teachers with professional development.
- Allow flexibility for more sick days in student attendance requirements.

Academic and Extracurricular Programming

**When providing remote learning to students, please review Scenario 1's Academic Programming prior to reviewing recommendations for Scenario 2

Program considerations

- Accommodations for students, teachers, and staff in an at-risk group:
  - Schools that reopen will need to take into consideration that some teachers and staff will fall into a health risk category. These individuals should have additional accommodations including teaching classes remotely, utilizing a larger classroom where physical distancing can be maintained, or given an option not to return until the risks are reduced.
  - Students who are high risk or who have family members who are high risk, should not be penalized for failing to attend and should continue to receive remote support.
- Accommodations should also be extended to students and staff who are required to quarantine due to exposure or potential exposure.
- Modify extracurricular activities.
- Refer to the Guidance for Opening up High School Athletics and Activities from the National Federation of State High School Associations (NFHS) and Sports Medicine Advisory Committee (SMAC) for more information on safety precautions for athletic training and events for Scenario 2.
- Blended learning should allow for learning in the classroom with meaningful practice at home (purposeful discussions/activities through an online platform).
- Health enhancement teachers should provide to students current and medically accurate information regarding infectious and communicable diseases; including the transmission and prevention of diseases, as required by the Montana Health Enhancement Standards.
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights.
- Organize pre-developed study packets and suggested activities for students and parents in case of a second closure of schools due to re-emergence of the virus and/or for students who remain in the remote learning environments due to individual/family high-risk categories.
- Consider alternative schedules for class instruction.
- Alter the bell schedule to limit the number of students in transit between classes at any one time.
- Realign a bell schedule to include times for hand washing/sanitizing. School districts should create a unique plan that is appropriate for their school size.
  - Example: stagger transition times by wing/area of the school/last name initial/grade level, etc.
  - Example: create specific sanitation times during the school day.

Physical Education (PE)

- Make time for wiping down and sanitizing areas.
- Be thoughtful of passing areas between classes and allowing for corridors that maintain physical distancing recommendations.
- Develop practices that address class size.
- Ensure handwashing occurs before and after PE class.
- Take home clothing used for PE class; clothing should not be kept in locker rooms.
- Allow time for cleaning of shared equipment between classes.
- Promote physical distancing in areas of congregation (e.g., locker rooms).
- Consider the current phase of the pandemic and whether competition is appropriate per MHSA guidelines. This would include potential isolation and quarantine measures that could arise because of travel, and additional screening that may be required because of travel.
- Encourage outdoor and individual activities when possible.

Music – vocal, instrumental, and general

- Emphasize physical distancing for vocal and instrumental music classes according to spatial allowances and room size.
- Allow for the cleaning and sanitizing of equipment before and after use.
- Provide instruction for healthy practices to use when cleaning personal instruments.

Career and Technical Education (CTE) and Career and Technical Student Organization (CTSO)

- Sanitize materials/tools before and after competitions and entrance to classrooms.
- Instruct students to clean devices and space before and after class.
- Limit equipment sharing by students to include both hand tools, power equipment, culinary tools, computers, etc. as well as protective gear, safety glasses, welding helmets, shop coats, smocks, ear protection, etc.
    - Some CTE equipment may have many small pieces that may require use of differentiated sanitization methods.
- Limit class sizes to reduce the number of items used by multiple students.
- Adjust class size and classroom layouts to comply with physical distancing recommendations.

Physical & Structural Safety

Sanitation/Hygiene

- Ensure that hand sanitizer stations are easily available and located throughout the school, especially entrance areas.
- Demonstrate proper hand washing protocol and sanitation practices for hand sanitizing and cleaning of personal space and shared equipment.
- To minimize possible exposure at water fountains, turn-off drinking fountains and only allow use of bottle fillers, if available, or water bottles to be brought from home.
- Disinfect all work areas, counters, restrooms, doorknobs, and stair railings several times daily; use other staff to assist. Clean all hallways, common areas, and the outside of lockers daily to a level of sanitation prescribed by the CDC. Refer to CDC/EPA Cleaning and Disinfecting Guidance for best practices and approved disinfectants list.
- School office staff are encouraged to continually wipe down counters, faxes, copiers, telephones, keyboards, and use sanitized pens in the main office.
- Follow CDC guidelines for guidance to appropriately clean and disinfect buildings, busses, and playgrounds.
- Consider ways to minimize sharing of high-touch materials.
- Keep each student's belongings separated from others' in individually labeled containers, cubbies, or areas.
- Ensure ventilation systems operate properly. Increase circulation of outdoor air by ensuring outdoor air exchange through air handlers are functioning properly throughout classrooms and by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students using the facility.
- Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for operations.
- Maintain a status update for facilities not ready for occupancy.
- Prepare an isolation area within the school building, and supply the isolation area with personal protective equipment.
- Consult with your local county health department to develop an approved meal service plan for individual school sites.

Physical Health

- Develop communication systems with county health for potential COVID exposure to school buildings, students, or staff.
- Require anyone (student and staff) with COVID-19 symptoms to stay home.
- Continue procedures compliant with applicable privacy laws, FERPA, HIPAA, and the ADA.
- Recommend school nurses or designated staff compile frequent health reports for the Emergency Operations Planning (EOP) Team.
- Recommend CDC Practice good hygiene guidance posters (hand washing, cover while sneezing/coughing, physical distancing) be visible in classrooms and common areas.
- The CDC recommends cloth face coverings when physical distancing is not possible. This recommendation may be challenging for students (especially younger students) to wear in all-day settings such as school. If schools require face coverings, they should provide instructions to students and staff on the proper use, removal, and cleaning of cloth face coverings.

Physical Distancing

- Consider ways to convert outdoor space into learning space for months when weather is accommodating.
- Keep students in the same groups or classroom, with teachers rotating when practical.
- Students may alternate school days. Allow for cleaning time in classrooms between groups.
- Space seating/desks at least six feet apart when feasible. Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Prohibit congregation in hallways and lunchrooms; if possible, serve lunches in classrooms to avoid gathering of students in the cafeteria; stagger class changes to avoid large groups of students in the hallway; stagger dismissal for the same reason.
- Install physical barriers, such as sneeze guards or partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart (e.g., reception desks, bathroom sinks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).
- Consider CDC guidance on pupil transportation. Schools should consider the need for more buses or alternative schedules to safely transport students. When physical distancing on buses is not possible, schools should consider cloth face masks and other mitigation strategies.

Scenario 3: A mixed model of traditional and remote learning with an increased number of students in school buildings.

In Scenario 3, there will be an increased capacity/number of students in the school building. This coincides with the governor's Phase 2, which increases permissible group size to 50 persons. Additionally, during this scenario schools will limit the number of activities to allow for continued physical distancing and will continue to provide remote learning opportunities for students who are not onsite.

Corresponding governor's orders for this scenario increase permissible group size to groups of 50 and states to:

- Avoid GATHERING in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing. It is recommended to continue physical distance in gatherings of any size. Groups larger than 50 people should be canceled unless physical distancing can be maintained.

- ALL VULNERABLE INDIVIDUALS should continue to adhere to stay home guidance. Members of households with vulnerable residents should be aware that by returning to work or other environments where distancing is not practical, they could carry the virus back home. Precautions should be taken to isolate vulnerable residents.
- It is recommended that gatherings occur in shifts (recess, cafeteria and hallway passing). Larger school events that draw in-person crowds are discouraged (sports, assemblies, dances etc.).

- All staff are encouraged to continue monitoring for re-emergence of COVID-19 symptoms and be in contact with local health departments and local hospitals/health providers for continued updates on community re-emergence indicators. Continue to monitor attendance for increases in absenteeism.

If relaxed restrictions are resulting in a new wave of infections, schools may need to return to Scenario 1 or 2. Continue to work in collaboration with local health officials who can help determine any level of transmission in the community. If a confirmed case has entered a school, all decisions should be made locally, in collaboration with the local public health department. Follow the CDC Consideration for School Closures recommendations.

COVID-19 may come in waves, so understand that the recovery process may repeat several times. It is highly recommended that you **always be prepared** for school cancellations. Additional considerations are below:

**If during Scenario 3, you will be providing remote learning, review Scenario 1's Academic Programming guidance.

**Review Scenario 1 and Scenario 2's Social, Emotional, and Behavioral guidance for more information related to screening, monitoring, and promoting the wellness of students, families, and staff.

Social, Emotional, and Behavioral

- Continue to monitor/screen staff and students for any need of additional support services.
- Continue the time for staff/student check-ins and promotion of wellness strategies.
- Continue to refer for support services as needed.

Academic and Extracurricular Programming

- Organized youth activities should avoid gathering in groups of more than 50 people in circumstances that do not readily allow for appropriate physical distancing.
- Pursue options to convene sporting events and participation in sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities. Limit gatherings, events, and extracurricular activities to those who can maintain physical distancing, and support proper hand hygiene.
- Refer to the Guidance for Opening up High School Athletics and Activities for more information on safety precautions for athletic training and events for Scenario 3.
- If reinstating indoor physical education for students, ensure frequent disinfecting of articles such as mats and athletic equipment BEFORE and BETWEEN classes.

Physical and Structural Safety

- It is recommended to continue physical distancing in gatherings of any size.
- Sanitation guidelines established in Scenario 2 continue.
- Continue to collaborate with your local health department.
- Continue to limit communal spaces, such as cafeterias and playgrounds with shared playground equipment. If this is not possible, stagger use, and disinfect between uses.
- Outdoor areas, like playgrounds, generally require normal routine cleaning but do not require disinfection. (Source: CDC)
- Consult with your local health department to develop an approved meal service plan for individual school sites.
- For school meal service options and considerations, reference OPI's Planning Checklists for a) Meals Delivered to and Eaten in the Classroom; b) Meals Served in the Cafeteria and Eaten in the Classroom; and c) Meals Served in the Cafeteria

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Scenario 4: Near full capacity of attendance and operations in a traditional setting, with remote learning for students not onsite.

- For ALL INDIVIDUALS there is no limit on group size, however, everyone should observe physical distancing and minimize contact time with others, and limit time spent in crowded environments.
- VULNERABLE INDIVIDUALS may still need to take precautions, and remote learning for students not onsite should be available.
- Continue to follow the Governor's Guidelines for Phase Three.

Continue monitoring for re-emergence of COVID-19 symptoms and be in contact with the local health department for continued updates on community re-emergence indicators.

During this time, schools are encouraged to review the school EOP plan and adjust their Emergency Operations Plan Infectious Disease annex as gaps are identified.

The Readiness and Emergency Management for Schools (REMS) technical assistance center offers free training: SCHOOL EOPS IN-DEPTH: PLANNING FOR INFECTIOUS DISEASES

**If, during Scenario 4, you will be providing remote learning, review Scenario 1's Academic Programming guidance.

**Review Scenario 1, Scenario 2, and Scenario 3's Social, Emotional, and Behavioral guidance for more information related to screening, monitoring, and promoting the wellness of students, families, and staff.

Special Education Considerations for All Scenarios

The Office of Public Instruction (OPI) is committed to supporting students, schools, and families during this unprecedented time. We are committed to continued efforts to be flexible and consider a wide range of delivery methods and modalities in order to make good faith efforts in providing services to students with disabilities in accordance with the intent of the Individuals with Disabilities Education Act (IDEA).

The OPI has compiled the guidance, resources, and tools below to assist districts, IEP teams, and families as they work together to provide the most appropriate services in light of the unique individual circumstances of students, schools, and communities. Information can be found at COVID-19 Special Education Information.

When reopening school buildings after extended closures due to COVID-19, there are several things that need to be considered regarding special education programs. The following is a list of things to consider:

Special Education

- Establish a committee or team to outline the steps necessary to implement the district's reopening plans regarding special education.
- Consider how to facilitate the transition back into the school environment to limit the impact of a student's disability.
- Consider what professional development staff may be needed to support student mental health, physical health, and altered learning environment needs.
- Plan for staffing, depending on the Scenario.
- Determine who will be the district point of contact communicating with special education staff and parents.
- Review facility plans to ensure physical distancing and ADA compliance.
- Consider if/how new cleaning procedures may adversely affect any student such as those with chemical sensitivities.
- Determine a process for conducting evaluation, reevaluation, and developing IEPs.
- Review the information and data collected prior to and during the school building closure, including observations and information provided by parents.
- Implement a process for determining whether progress has been made towards IEP goals or loss of learning specific to IEP goals occurred which may require a different approach.
- IEP teams should use information collected from a variety of sources to determine whether additional services are required and what those services will be.

Nutrition Considerations for All Scenarios

Schools participating in OPI School Nutrition Programs have options for serving students when re-opening in the fall. Programs should contact your regional specialist directly for school nutrition questions and concerns. The OPI School Nutrition Guidance for Schools and Families page provides resources for school re-opening.

The federal school nutrition programs administered by the Montana Office of Public Instruction has approved flexibility to support local communities during COVID-19 school site re-opening. Follow precautions to ensure the safety of school food service professionals and families by considering the following guidance:

Food Safety

- For food safety guidance, reference OPI's Meal Service Procedures During a Pandemic.
- Consider remote meal service options that maximize safety and physical distancing, such as grab and go breakfasts and lunches. Reference OPI's Planning Checklist for Remote Meal Service.
    - No self-serve stations or buffets.
    - Staff wear masks and gloves while interacting with individuals.
    - Establish hours of operation that allow for facility occupancy that meets physical distancing requirements.
    - Develop traffic flow patterns and seating arrangements for each venue.
    - Adopt school breakfast in the classroom strategies for lunch.
    - Designate entrances for those leaving campus for lunch.
- Consult with your local health department to develop an approved meal service plan for individual school sites.
- For additional school meal service options and considerations, reference OPI's Planning Checklists for a) Meals Delivered to and Eaten in the Classroom; b) Meals Served in the Cafeteria and Eaten in the Classroom; and c) Meals Served in the Cafeteria
- Identify additional staff to monitor the designated entrance for off-campus lunch students.
- Stay six feet apart from others, including coworkers and families.
- Set up prep stations, work areas, carts, and tables so that people stay six feet apart.
- Wash hands frequently using proper handwashing methods.
- Sanitize hands when hand washing is not possible.
- Wear disposable gloves and change them frequently.
- Wear aprons that are single-use or laundered daily.
- Clean and sanitize high-touch surfaces regularly.
- Follow CDC recommendations on using face masks and hand hygiene.

Flexibilities Available to Schools

Federal waiver information:

The OPI has applied, received, and is continuing to seek flexibility through waivers under the Elementary and Secondary Education Act (ESEA) of 1965 as amended as the Every Student Succeeds Act (ESSA) in 2015. The 2020 and pending state and federal waivers are important as they provide school districts with some relief and the ability to focus locally on the basic educational services and needs of students.

To date, the OPI has received waivers for the following requirements (see the **USED Waiver Granted Letter**):

- **Assessment requirements** in section 1111(b)(2) for the school year 2019-2020.
- **Accountability and school identification requirements** in sections 1111(c)(4) and 1111(d)(2)(C) - (D) that are based on data from the 2019-2020 school year.
- **Report card provisions** related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year.

Additionally, the OPI received approval for the **Fiscal Flexibility** waiver, which provides flexibility in the use of funds and other requirements covered under ESEA including the Title I, Parts A–D, Title II, Title III, Part A, Title IV, Parts A–B, and Title V programs.

The Montana Waivers page is intended to provide information to the public on what the waivers mean today, and in the future, and how the public can engage in the discussion through the Public Comment Process.

Pursuit of additional flexibilities

The Montana FLEX 2020 task force provided recommendations for flexibilities to pursue which may reduce policy burden or provide relief to schools. The final recommendations from the Task Force were within five focus areas:

- Strengthening existing policy flexibility
- Evaluating progress and impact of state graduation, credit, funding, licensure, and accreditation policies
- Maximizing flexibilities in assessment, accountability, and reporting systems
- Fostering and supporting local innovation
- Leveraging federal flexibilities and resources

Task Force members and OPI staff outlined **draft** action plans to consider why, what, when, how, and who could implement the new flexibilities that were identified as crucial-do now. Those draft plans are in the *Montana Flex2020 Task Force Report: Recommended New Flexibilities* report located at this link.

Additional Resources

Social, Emotional, and Behavioral

OPI School Mental Health

- Use the resources on this page to learn more about resources and supports for promoting school mental health.

ASCA and NASP School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19

- A document from the American School Counselor Association and the National Association of School Psychologists with recommendations for supporting student social and emotional learning and mental and behavioral health amidst COVID-19.

Trauma-Informed Care for Schools Before, During and After Emergency Events

- Presentation from the Readiness and Emergency Management for Schools technical assistance center, covering (a) Trauma and Retraumatization, (b) Manifestations of Trauma in Students, (c) Trauma-Informed Approach, and (d) Considerations for Preparedness Planning.

Addressing Barriers to Learning: Plan ahead to support the transition back of students, families, and staff

- The Center for Mental Health in Schools and Student/Learning Supports quarterly e-journal from Summer 2020 focused on school reopening for Fall 2020.

CASEL Leveraging SEL as you Prepare to Reopen and Renew your School Community

- In this guide, CASEL shares a framework with actionable recommendations to help school leadership teams plan for the SEL needs of all students and adults during the upcoming transition into summer and the beginning of the new school year. While this guidance is written for school leadership teams, states and districts will play critical roles in ensuring schools have the resources, support, and guidance needed to carry out these actions. This guide positions SEL as a critical underpinning to the success of overall transition planning, recognizing school leaders have multiple other considerations for reopening schools, including academics, operations, access to technology, and physical health.

CDC Checklist for Parents

- Parents can use this guide to help protect your family from COVID-19 by practicing and promoting everyday healthy habits. If an outbreak occurs in your community, your school may dismiss students to prevent further spread of the virus. Use this checklist to plan and take action if COVID-19 outbreak occurs in your community.

CDC Checklist for Teachers

- Teachers can use this checklist to plan and take action if COVID-19 outbreak occurs in your community.

Acceptable Use of Technology and Online Ethics

Montana Department of Justice: Students and Technology

- An article outlining safety precautions teachers should take regarding students and technology.

Great Falls: Computer Acceptable Use and Internet Agreement

- An example of acceptable use and an internet agreement.

Communication

OPI Family and Community Engagement

- The home page for OPI Family and Community Engagement resources.

Equity

OPI Empowerment and Equity Resources

Academic Programming

Remote learning Platforms

OPI Online Learning Resource Page

EdReport's Instructional Materials During Remote Learning: Reflection and Planning Tool

- Use this tool to reflect on the availability, accessibility, and use of high-quality instructional materials to ensure your district has what it needs for re-entry in the fall and the return to in-person learning in the future.

TNTP Learning Acceleration Guide

- The New Teacher Project created the following guidance, organized around a few key questions, to help school and district stakeholders responsible for learning acceleration planning::
    - How do we create a plan to accelerate student learning?
    - How do we accelerate student learning in the next two years?
    - What other challenges should we be anticipating as we plan to accelerate student learning?

Student Assessment

KY: COVID-19 Considerations for Reopening Schools Evaluating Students' Academic Readiness

- Kentucky guide for how to identify student gaps in learning and need.

Physical and Structural Safety

Physical Health

FERPA and the Coronavirus Disease 2019 (COVID-19)

- The purpose of this guidance is to answer questions that school officials may have had concerning the disclosure of personally identifiable information from students' education records to outside entities when addressing the Coronavirus Disease 2019 (COVID-19).

Physical Distancing

CDC recommendations on social distancing

Guidance for Opening up High School Athletics and Activities

National Federation of State High School Associations guidance for High School Athletics

Montana High School Association (MHSA) May 18-19 Board Decisions related to Athletics

The guidance addresses the waiver of bricks and mortar requirement, incomplete extensions for eligibility, and Music Festival changes for the 2020-21 school year.

Appendix A: Governor's Guidance on Reopening Montana's Schools: April 22, 2020

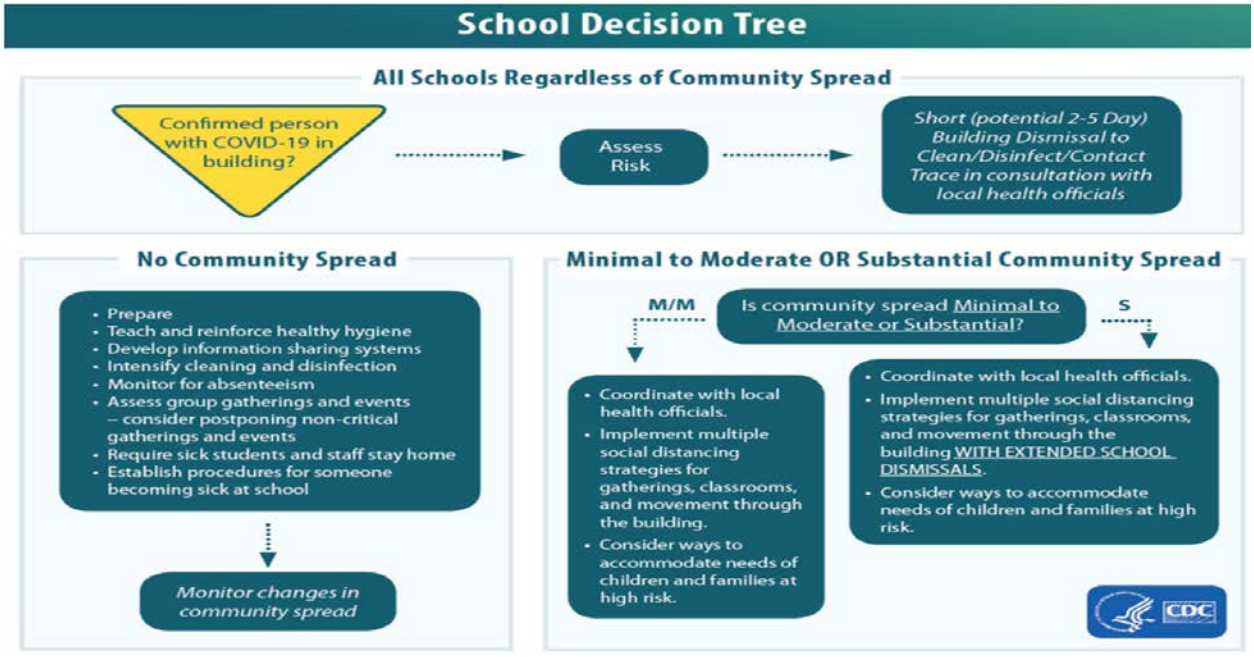
Guidance for the Phased Reopening of Montana, Phase One

Montana Reopening the Big Sky Phased Approach

Appendix B: CDC Guidance for Resuming School

Considerations for Schools

Updated May 19, 2020



Appendix C: Existing Flexibilities/Innovations in Code and Rules

	FLEXIBILITY	FINANCIAL	PROGRAMMATIC	LINK
1	**Personalized/proficiency-based learning** both at the individual level and as an exception to aggregate hours of instruction	20-9-311 (4) (d)	10.55.906 (3) & (4)	Proficient Student Guidance
2	**Offsite learning** is specifically authorized as a means of meeting the aggregate hours of instruction and generating ANB	20-1-101 (5)(14) 20-7-118		
3	Trustees have the authority to use **transportation funds** through individual contracts with offsite learning students' families, to reimburse the cost of meals ("board and room" is what the statute provides) and provision of correspondence (aka offsite) courses	20-10-101		
4	Use of the **tuition fund** to cover the full costs of IDEA that are not funded by (general fund budget per pupil + state and federal special education payment)	20-5-324 (5)(a)(iii)		Tuition Calculator link coming
5	The authority to enroll and admit **children under the age of 5** and generate ANB when there are exceptional circumstances in the discretion of the trustees that merit waiver of the age requirement	20-5-101(3)		
6	The authority to continue to serve and generate ANB from a student who has graduated but who has not yet reached the age of 19	20-5-101	10.55.906(1)	
7	Eligible use of **Adult Education funds** for anyone who is 16 years of age or older who is not a regularly enrolled full-time pupil of the district.	20-7-701		
8	Multi-district agreements	20-3-363		
9	Transfer and flexible use of state funds	20-9-208		

10	Transfers for school safety	20-9-236; 20-9-502; 20-9-525		
11	Look back allowance	20-9-308		
12	Non-voted increases of base general fund by borrowing $$ from non-voted levies	20-9-308(2)(b).		
13	Ability to leverage major maintenance funds for loans from the Board of Investments or the private sector	20-9-471; 20-9-525(2)		
14	Flexibility to transfer donated funds that were not earmarked	20-9-604		

Note: The identified flexibilities were provided by The Montana School Boards Association's Executive Director, Lance Melton.

Appendix D: Montana Public Education Center (MT-PEC) Guidance for School Reopening

- MT-PEC partners developed *Back to School: A Roadmap for Safely Reopening Montana's Public Schools using Emergency School District Policies* to assist public school leaders in preparing for the start of the 2020-2021 school year.
    - **Model Emergency Policy 1900 Series** can aid districts in selecting and adopting appropriate policies and options that will enhance and support school district operations (Montana Public Education Center).
        - Examples of Adopted 1900 series policies.
            - Clinton Elementary School District
            - Missoula County Public Schools

Appendix E: Montana University System (MUS) Healthy Fall 2020: Planning Guidelines for Campuses

MUS Healthy Fall 2020: Planning Guidelines for Campuses

Appendix F: Montana Flex and Learn Task Force Member List

Flex2020 Task Force Members

- Task Force Facilitator: Dr. Julie Murgel, The OPI ESSA Accountability Director
- Representative Bruce Grubbs, Education Interim Committee
- Tammy Lacey, The Board of Public Education Vice-Chair
- Peter Donovan, The Board of Public Education Executive Director
- Lance Melton, The Montana School Boards Association Executive Director
- Kirk Miller, School Administrators of Montana Executive Director
- Dianne Burke, Montana Quality Education Coalition Executive Director
- Tracy Moseman, The OPI Chief Program Officer
- Kristine Thatcher, The OPI Director of Licensure
- Dustin Shipman, Big Sky Schools Superintendent
- Allison Evertz, Joliet Public Schools Superintendent
- Tom Korst, Hamilton Public Schools Superintendent
- Laurie Barron, Evergreen Schools Superintendent
- Corinna Guardipee-Hall, Browning Schools Superintendent
- Loverty Erickson, Wolf Point Schools Superintendent
- Kim Anthony, Billings Public Schools K-8 Executive Director
- Jon Martin, Noxon Schools Superintendent
- Jon Konen, Great Falls Public Schools Principal
- Godfrey Saunders, Belgrade Public Schools Superintendent
- Wade Sundby, Glasgow Public Schools Superintendent
- Greg Dern, Roy Public Schools Superintendent
- Heather Hoyer, Great Falls Public Schools Assistant Superintendent
- Joe Steele, St. Regis Public Schools Superintendent
- Monte Silk, Sidney Public Schools Superintendent
- Dinny Bennett, Forsyth Public Schools Superintendent
- Les Meyer, Fairfield Public Schools Superintendent
- Tobin Novasio, Lockwood Public Schools Superintendent
- Sharyl Allen, The OPI Deputy Superintendent
- Anne Bauer, Project Manager at the OPI
- Lona Running Wolf, Director of American Indian Student Achievement at the OPI
- Jason Butcher, Outreach Director, Reach Higher Montana
- Heather Jarrett, Reed Point Public Schools Superintendent
- Mike Perry, Hot Springs Public Schools Superintendent
- Pad McCracken, Montana Legislative Education Interim Committee Staff Member

Montana LEARN 2020 TASK FORCE

- Meghan Ascheman – Billings Parent & Special Needs Assistant
- Anna Baldwin – Arlee School Grants Manager & 2014 MT Teacher of the Year
- Molly Barta – Billings CTE Teacher
- Thomas Baty – Helena High School Fine Arts Teacher
- Sandra Beal – Ronan Middle School Principal
- Chad Berg – Bozeman Special Education Director
- Laurie Bishop – Livingston Legislator & Afterschool Alliance Director
- Dana Bremner – Browning Elementary Teacher
- Kim Chouinard – Yellowstone Boys and Girls Ranch
- Alyssa A. Cliver – Golden Triangle Curriculum Cooperative Director
- Paige Cooper-Cole – Plevna Guidance Counselor & Art Teacher
- Susan Davis – Belgrade Elementary English Learner Coordinator
- Tylene Eaton, RN – Prairie County Health Department
- Laurie Enebo – Glasgow Middle School Social Studies Teacher
- Jennifer Erdi Hickok – Colstrip Special Education Director
- Kelly Fedge DuBose – Bozeman Parent & Decoding Dyslexia CEO
- McCall Flynn – Education Policy Advisor to Governor Bullock
- Bob Griffith – Great Falls Education Association
- Bruce Grubbs – Bozeman Legislator
- Reginald Hageman – Helena High Health Enhancement Teacher & SHAPE MT
- Krista Hertz – Education Foundation for Billings Public Schools Director
- Dylan Huisken – Bonner Social Studies Teacher & 2019 Teacher of the Year
- Anne Keith – Board of Public Education
- Connie Keogh – Missoula Legislator
- Ellen Livers – Shodair Children's Hospital
- Lorie Martinez – Columbus Family & Consumer Science & PE Teacher
- Kristina McGee – Glasgow High School English Teacher
- Ben Meyer – Stevensville School Board Trustee
- Haley Moseman – Capital High School Student
- Kelley Myer – Livingston Elementary Teacher
- Gary Myers – Helena School Technology Coordinator
- Sara Novak – Great Divide Special Education Cooperative Director
- Patrice O'Loughlin – Hardin School Nutrition Director
- Tricia Owens – Missoula Elementary Teacher
- Merrick Parnell – Power High School Social Studies Teacher
- J.R. Pierce – Sheilds Valley High School Agriculture Education Teacher
- Bianka Rock Above – Pryor Principal
- Linda Rost – Baker High Science Teacher & 2020 MT Teacher of the Year
- Sheryl Scheafer – Montana PTA President
- Mike Tatsey – Heart Butte Superintendent
- Brooke Taylor – Billings High School Math Teacher
- Lorie Thex – Ashland Elementary Teacher
- Sarah Urban – Helena High School Science Teacher

- Sue Vinton – Billings Legislator
- Christy Wright – Wyola Schools Superintendent

Office of Public Instruction Facilitators:

- Colet Bartow – Content Standards and Instruction Division Administrator
- Camille Biazzo –: Assistant School Nutrition Director
- Carli Cockrell – Professional Learning Coordinator
- Susan Court – Youth Risk Behavior Survey Coordinator/Health Enhancement
- Marisa Graybill – Mathematics Instructional Coordinator
- Dick Trerise - Assistant Special Education Director
- Donnie Wetzel, Jr. - Indian Education for All Program Manager
- Holly Mook - Coordinated School Health Unit Director
- Dylan Klapmeier- OPI Communications Director

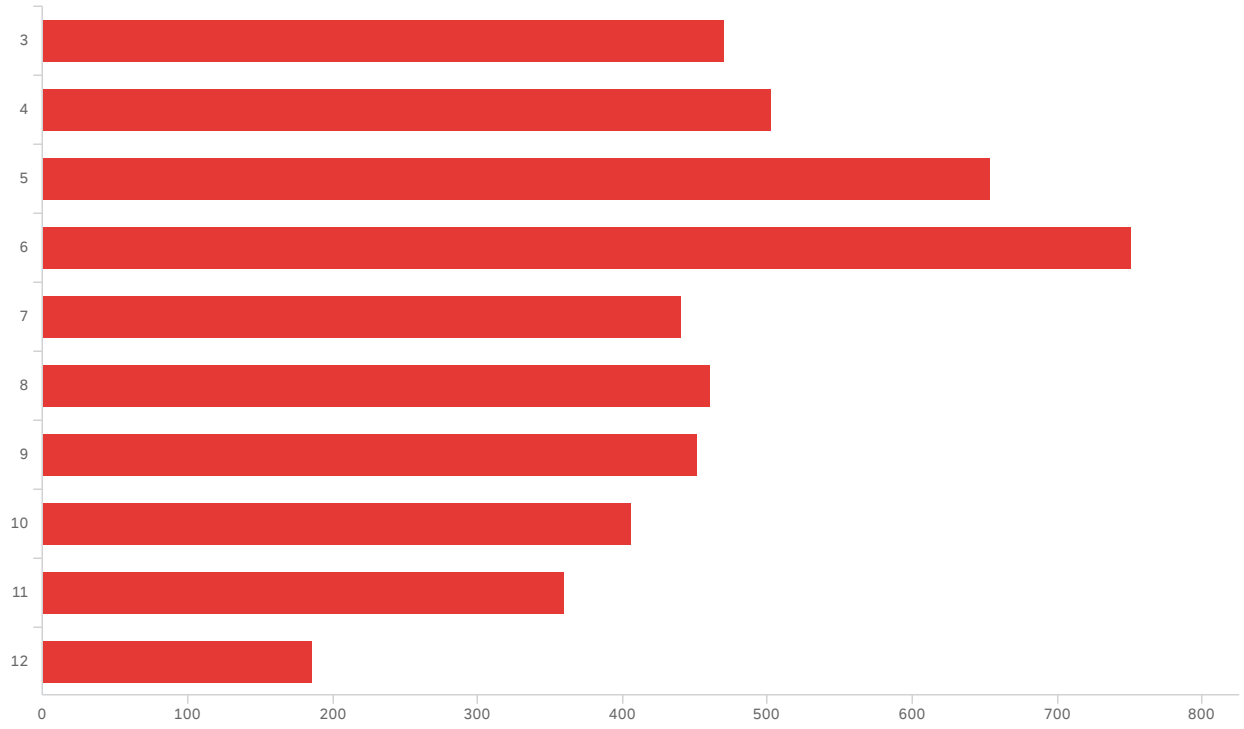
This document was prepared by Jacob Williams with Education Northwest and Tammy Lysons with the Montana Office of Public Instruction

OTL Results

OTL Student

May 21, 2021 10:45 PM MDT

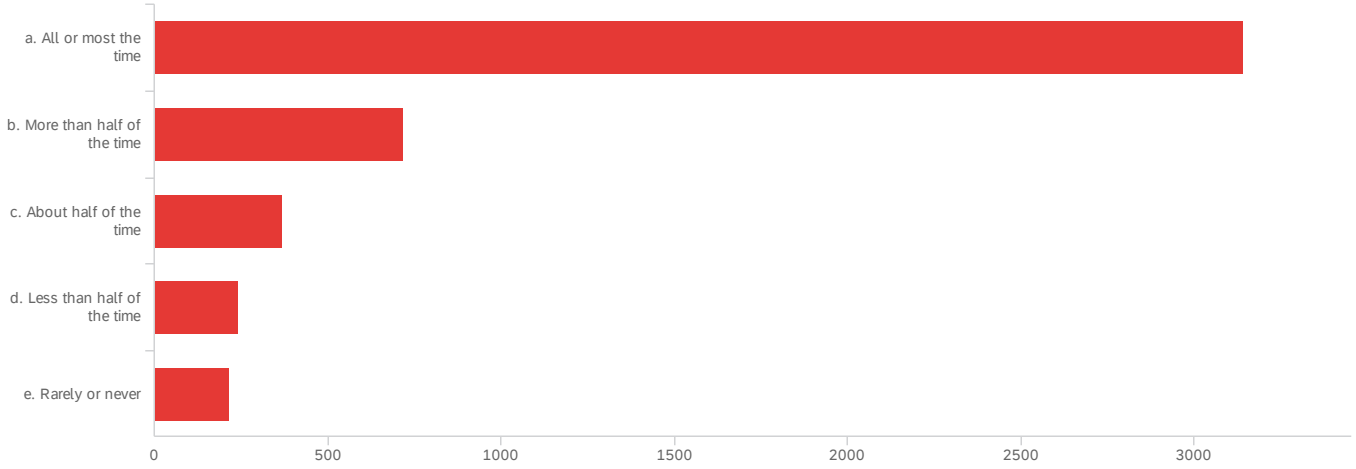
What grade are you in?



#	Field	Choice Count	
1	3	10.03%	470
2	4	10.74%	503
3	5	13.96%	654
4	6	16.03%	751
5	7	9.42%	441
6	8	9.84%	461
7	9	9.65%	452
8	10	8.67%	406
9	11	7.69%	360
10	12	3.97%	186
			4684

Showing rows 1 - 11 of 11

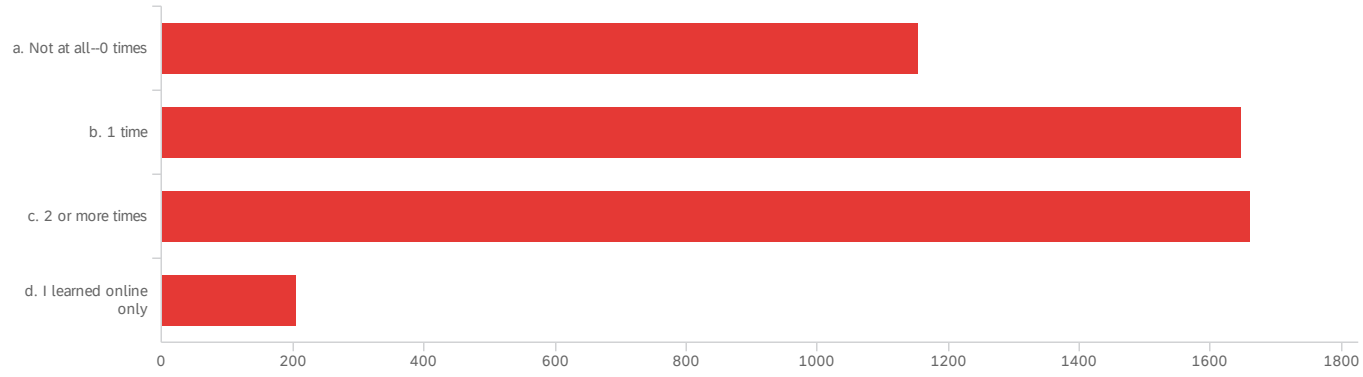
So far during this school year, I have been in school in-person



#	Field	Choice Count	
1	a. All or most the time	67.07%	3142
2	b. More than half of the time	15.33%	718
3	c. About half of the time	7.88%	369
4	d. Less than half of the time	5.12%	240
5	e. Rarely or never	4.61%	216
			4685

Showing rows 1 - 6 of 6

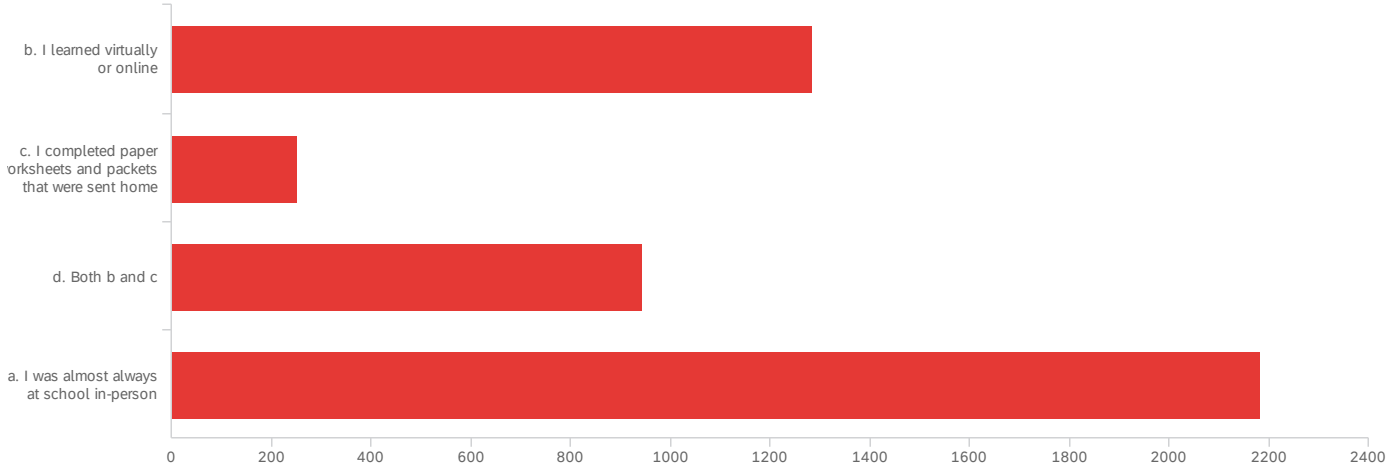
How many times did a quarantine require you to stay home from in-person learning at school?



#	Field	Choice Count	
1	a. Not at all--0 times	24.73%	1155
2	b. 1 time	35.29%	1648
3	c. 2 or more times	35.57%	1661
5	d. I learned online only	4.41%	206
			4670

Showing rows 1 - 5 of 5

Q6 - During the times I was learning from home or remotely, and was not in a school,



#	Field	Choice Count	
1	b. I learned virtually or online	27.56%	1285
2	c. I completed paper worksheets and packets that were sent home	5.41%	252
3	d. Both b and c	20.23%	943
4	a. I was almost always at school in-person	46.80%	2182
			4662

Showing rows 1 - 5 of 5

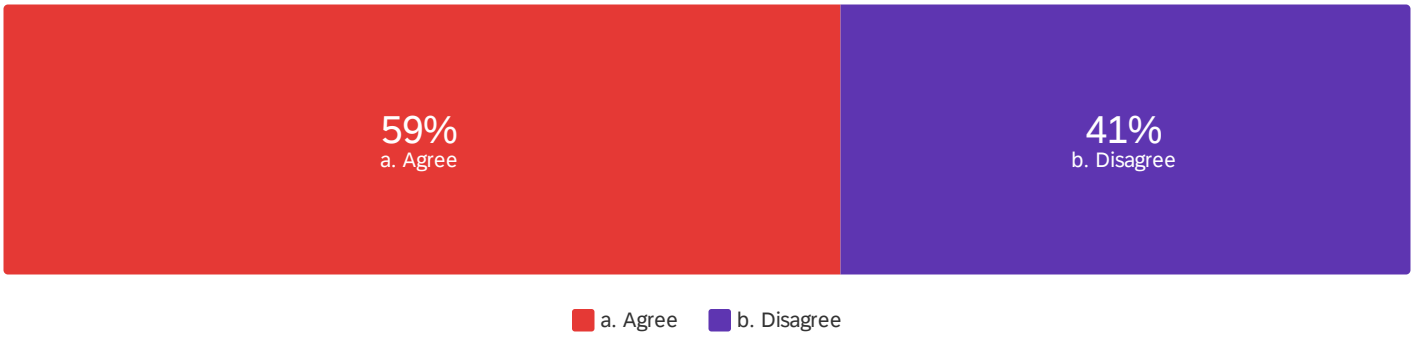
Learning this year felt like learning any other year



#	Field	Choice Count	
1	a. Agree	35.06%	1635
2	b. Disagree	64.94%	3029
			4664

Showing rows 1 - 3 of 3

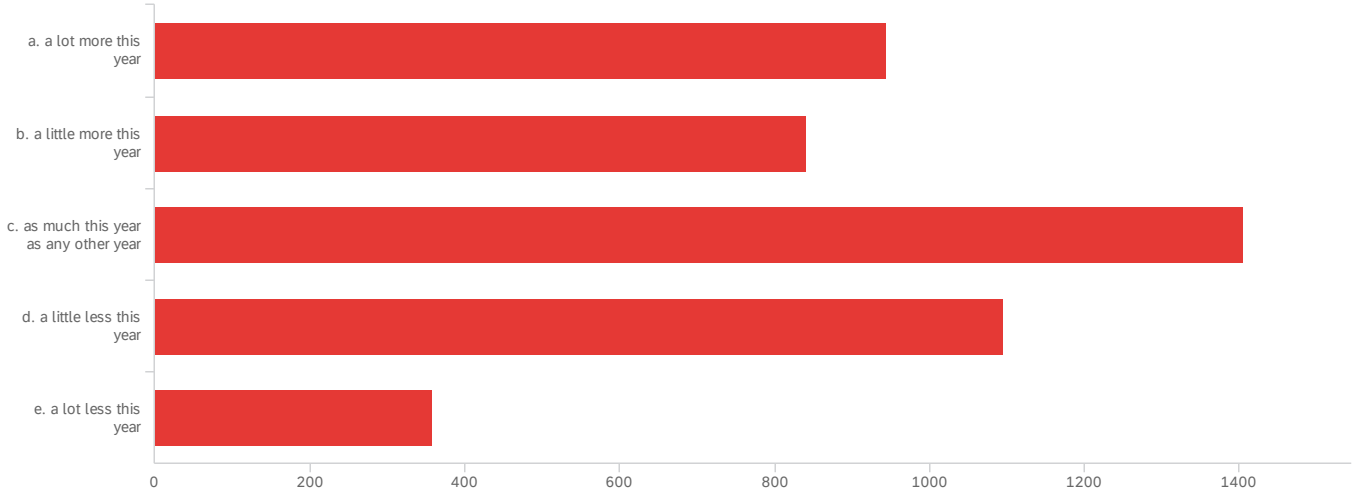
The social distancing requirements, sanitizing, and having to wear a mask made it harder to learn



#	Field	Choice Count	
1	a. Agree	59.38%	2766
2	b. Disagree	40.62%	1892
			4658

Showing rows 1 - 3 of 3

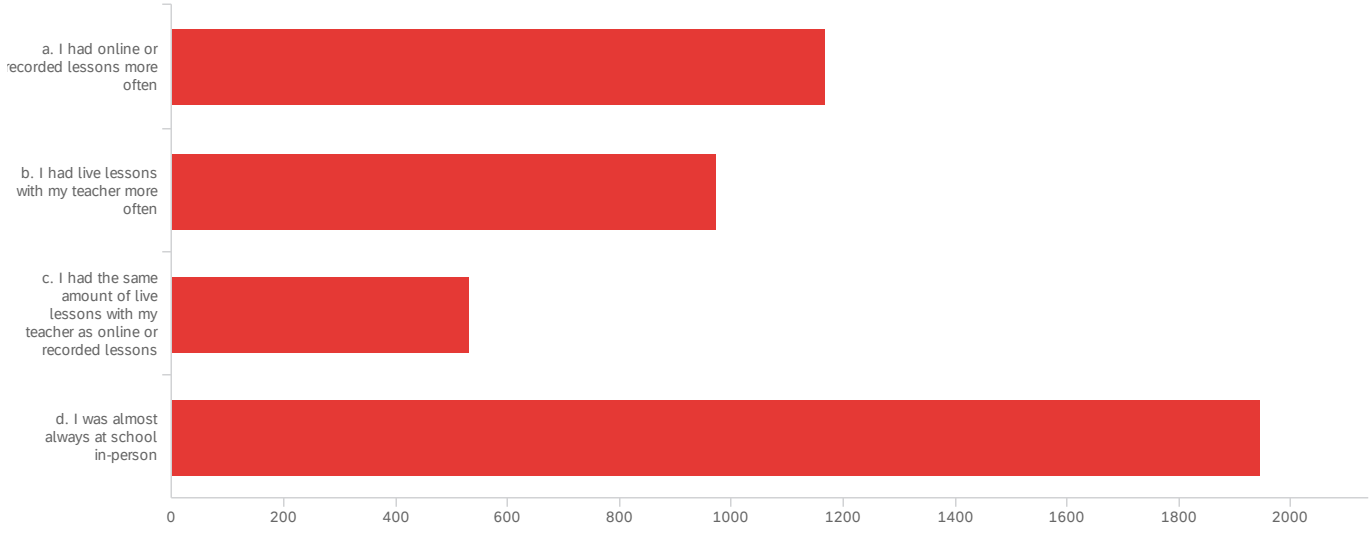
How much have you learned this year compared to typical school years?



#	Field	Choice Count	
1	a. a lot more this year	20.34%	945
2	b. a little more this year	18.11%	841
3	c. as much this year as any other year	30.25%	1405
4	d. a little less this year	23.60%	1096
5	e. a lot less this year	7.71%	358
			4645

Showing rows 1 - 6 of 6

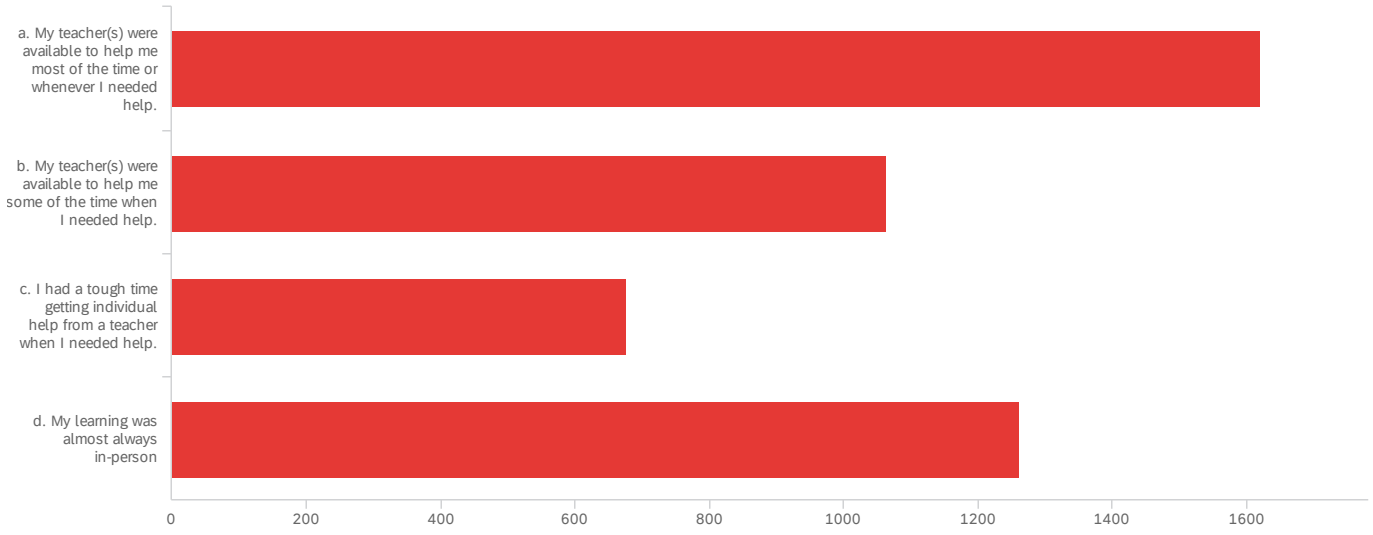
On the days I participated in learning virtually…



#	Field		Choice Count
1	a. I had online or recorded lessons more often	25.30%	1168
2	b. I had live lessons with my teacher more often	21.07%	973
3	c. I had the same amount of live lessons with my teacher as online or recorded lessons	11.50%	531
4	d. I was almost always at school in-person	42.13%	1945
			4617

Showing rows 1 - 5 of 5

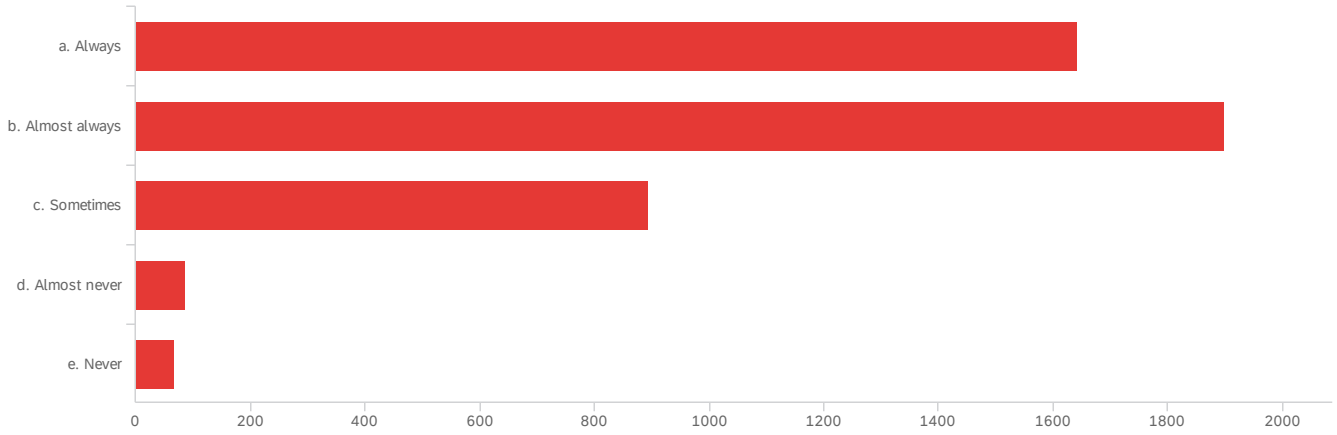
On the days I participated in learning virtually…



#	Field		Choice Count
1	a. My teacher(s) were available to help me most of the time or whenever I needed help.	35.05%	1620
2	b. My teacher(s) were available to help me some of the time when I needed help.	23.00%	1063
3	c. I had a tough time getting individual help from a teacher when I needed help.	14.65%	677
4	d. My learning was almost always in-person	27.30%	1262
			4622

Showing rows 1 - 5 of 5

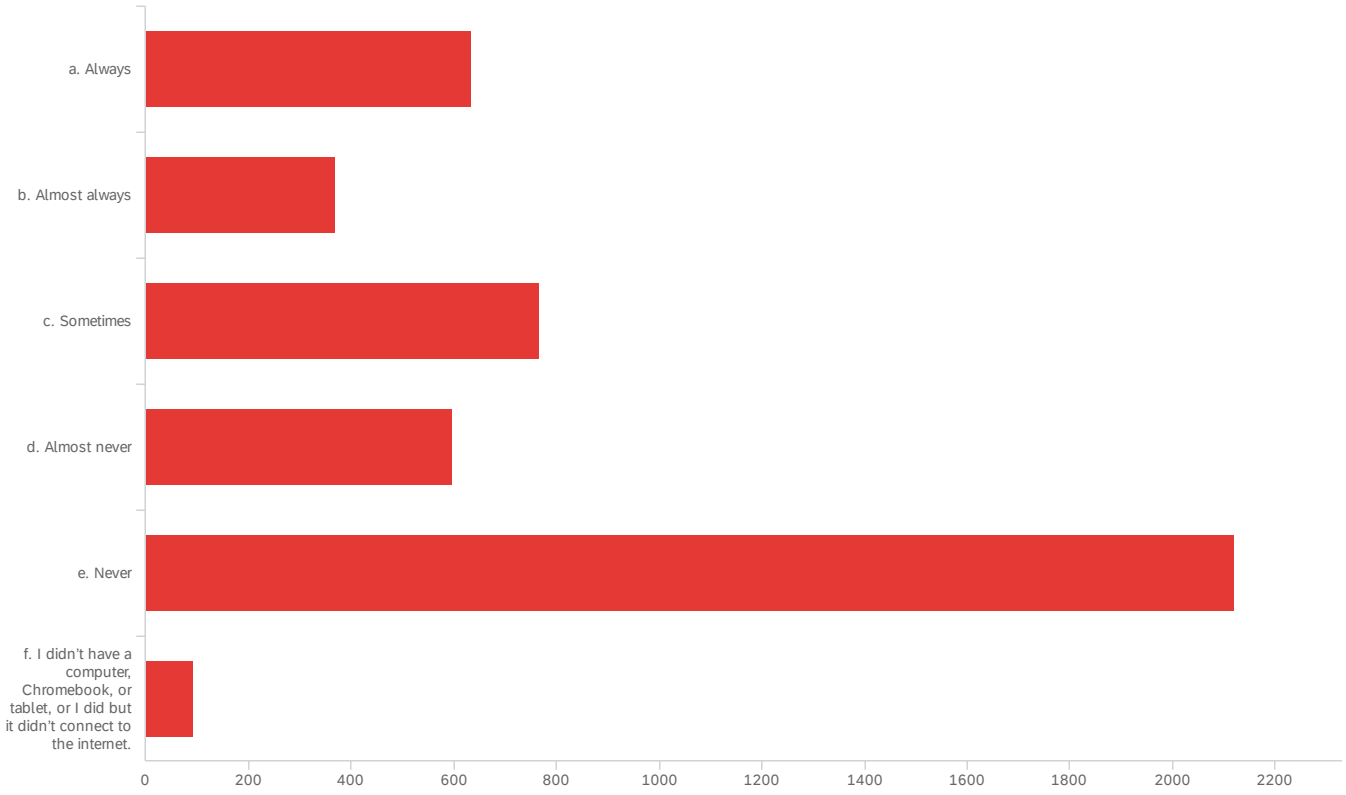
I had good internet access



#	Field	Choice Count	
1	a. Always	35.80%	1643
2	b. Almost always	41.38%	1899
3	c. Sometimes	19.48%	894
4	d. Almost never	1.87%	86
5	e. Never	1.46%	67
			4589

Showing rows 1 - 6 of 6

Q13 - The computer, Chromebook, or tablet that connected to the internet that I used was also shared with someone else.



#	Field	Choice Count	
1	a. Always	13.86%	635
2	b. Almost always	8.06%	369
3	c. Sometimes	16.75%	767
4	d. Almost never	13.03%	597
5	e. Never	46.29%	2120
6	f. I didn't have a computer, Chromebook, or tablet, or I did but it didn't connect to the internet.	2.01%	92
			4580

Showing rows 1 - 7 of 7

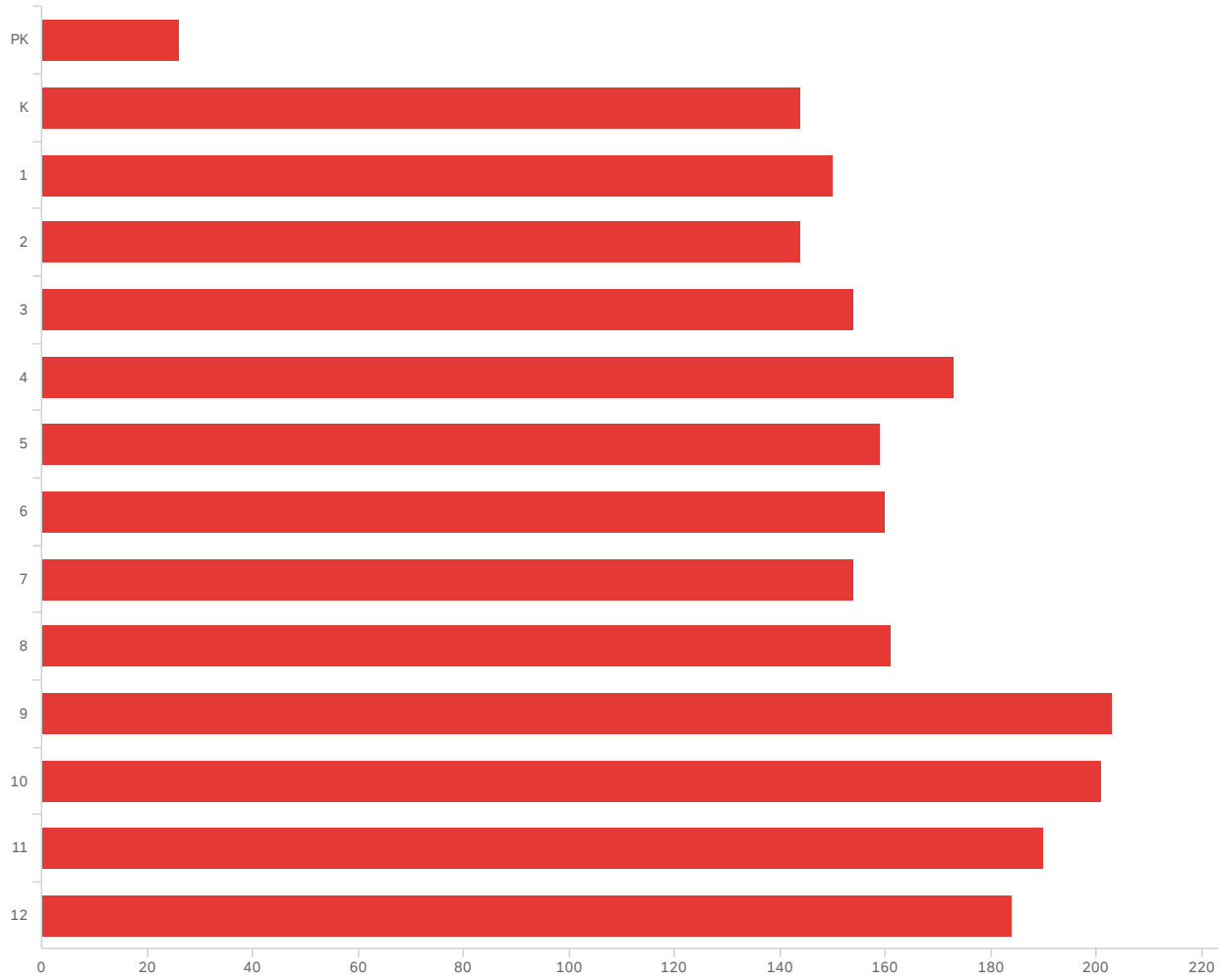
End of Report

OTL Results

OTL Teacher

May 23, 2021 9:19 PM MDT

What grade(s) do you teach? Select all that apply.

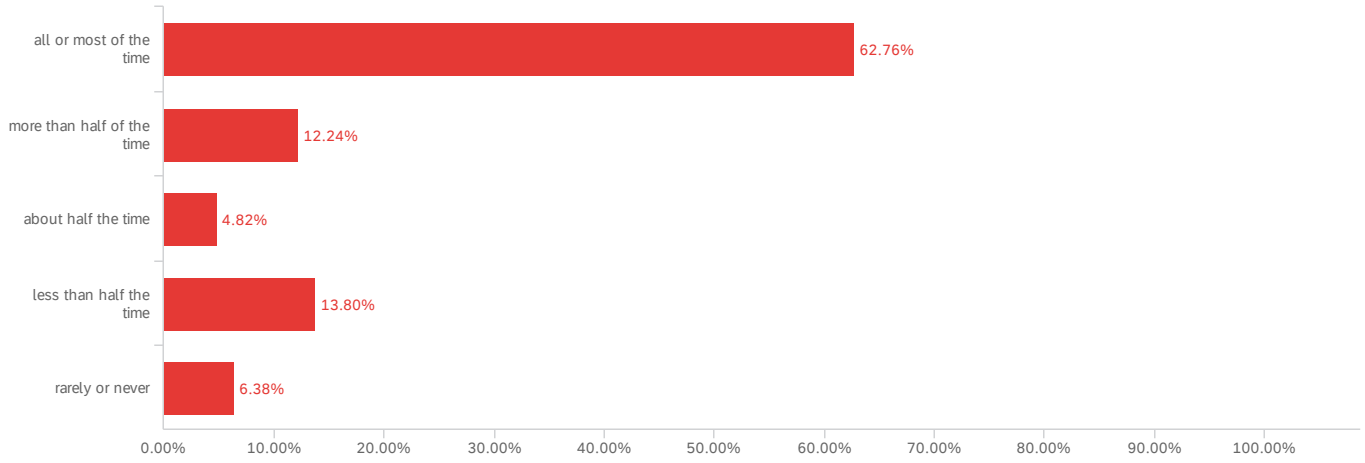


#	Field	Choice Count	
4	PK	1.18%	26
5	K	6.54%	144
6	1	6.81%	150
7	2	6.54%	144
8	3	6.99%	154
9	4	7.85%	173
10	5	7.22%	159

#	Field	Choice Count	
11	6	7.26%	160
12	7	6.99%	154
13	8	7.31%	161
14	9	9.21%	203
15	10	9.12%	201
16	11	8.62%	190
17	12	8.35%	184
			2203

Showing rows 1 - 15 of 15

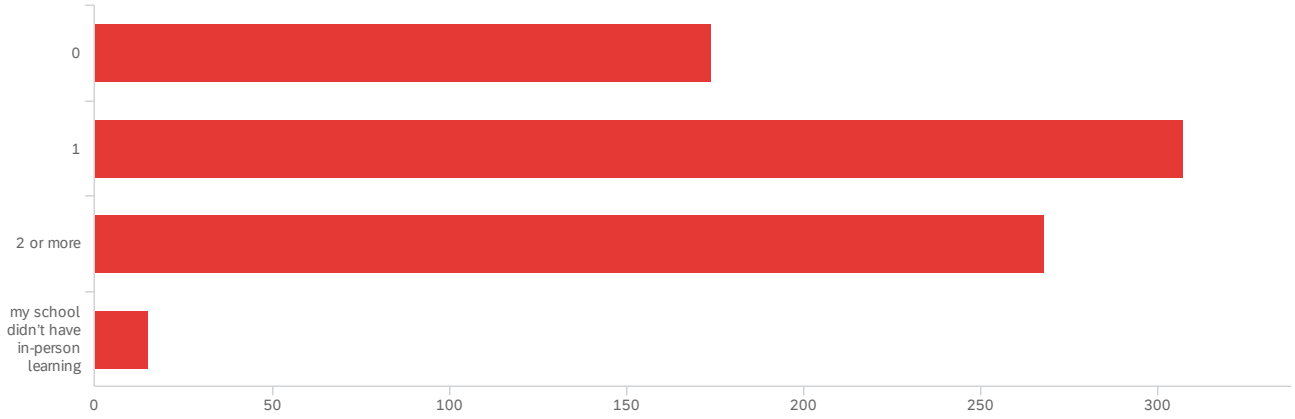
So far during this school year, I have been able to instruct students in-person:



#	Field	Choice Count	
1	all or most of the time	62.76%	482
2	more than half of the time	12.24%	94
3	about half the time	4.82%	37
4	less than half the time	13.80%	106
5	rarely or never	6.38%	49
			768

Showing rows 1 - 6 of 6

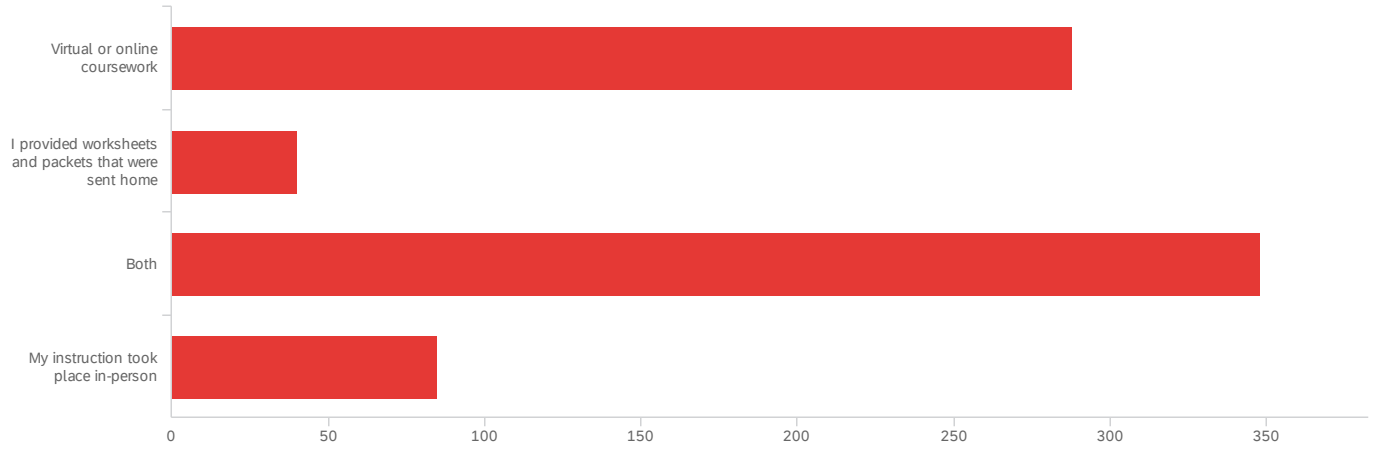
How many times were you required to switch from in-person instruction to remote learning due to potential COVID exposure (e.g., Due to you or another teacher being exposed, too many student cases, school being closed,)?



#	Field	Choice Count	
1	0	22.77%	174
2	1	40.18%	307
3	2 or more	35.08%	268
4	my school didn't have in-person learning	1.96%	15
			764

Showing rows 1 - 5 of 5

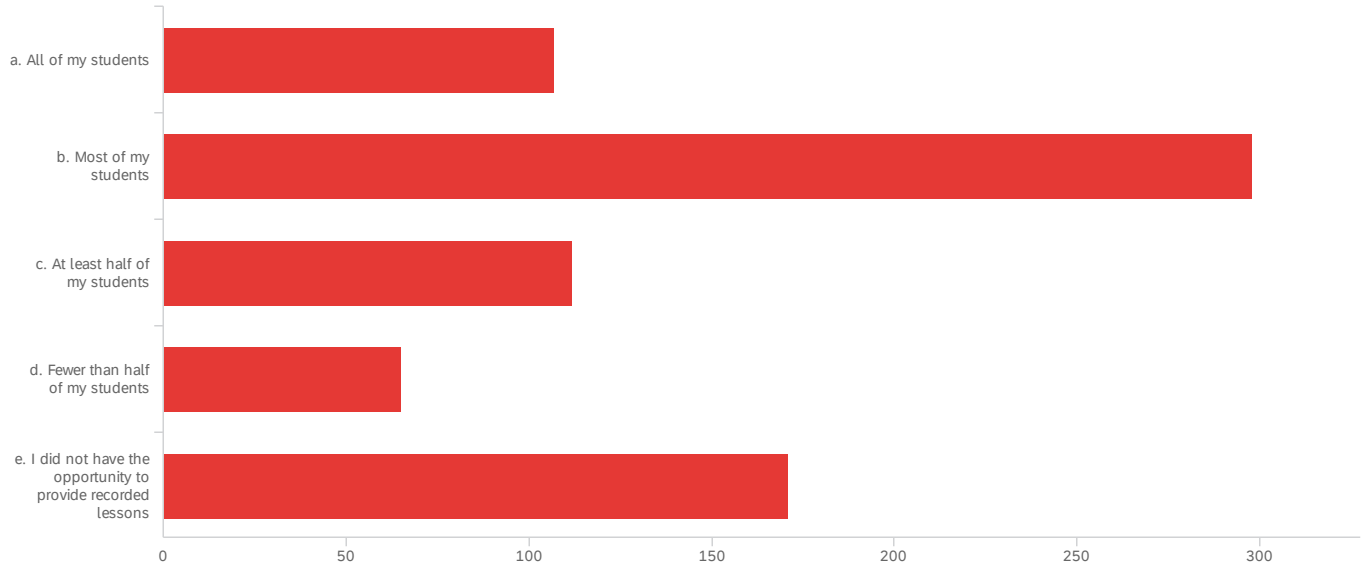
During the times I had to instruct students from home or remotely, I provided students with:



#	Field	Choice Count	
4	Virtual or online coursework	37.84%	288
5	I provided worksheets and packets that were sent home	5.26%	40
6	Both	45.73%	348
7	My instruction took place in-person	11.17%	85
			761

Showing rows 1 - 5 of 5

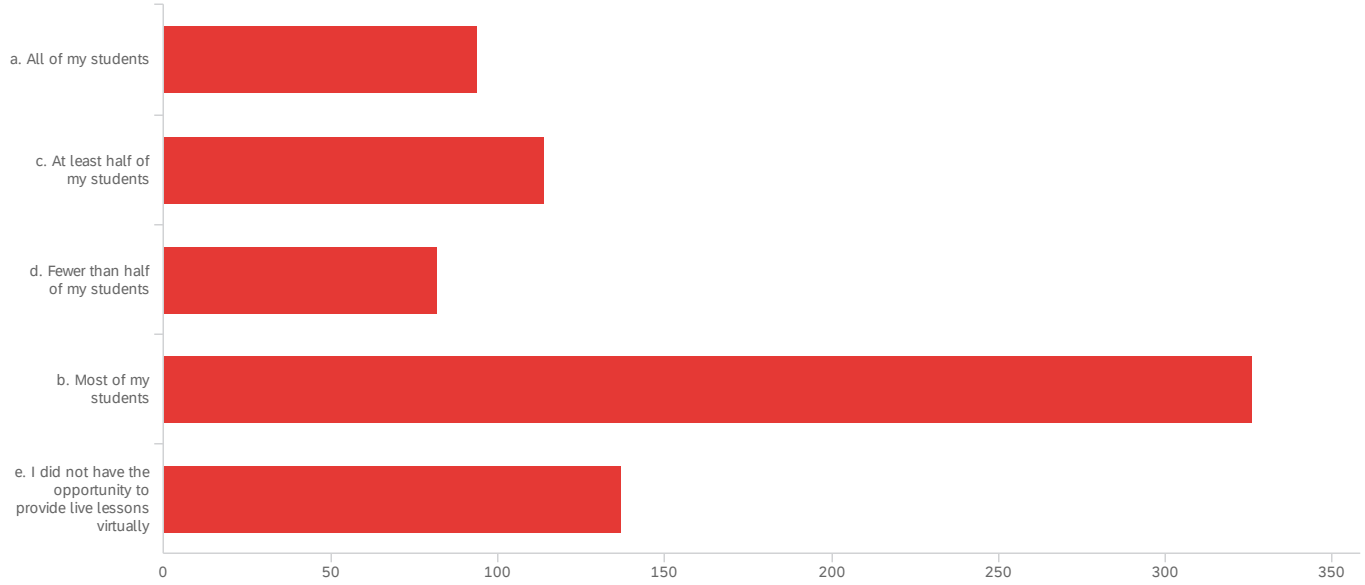
How many of your students were able to access recorded lessons online without any issues?



#	Field	Choice Count	
1	a. All of my students	14.21%	107
2	b. Most of my students	39.58%	298
3	c. At least half of my students	14.87%	112
4	d. Fewer than half of my students	8.63%	65
5	e. I did not have the opportunity to provide recorded lessons	22.71%	171
			753

Showing rows 1 - 6 of 6

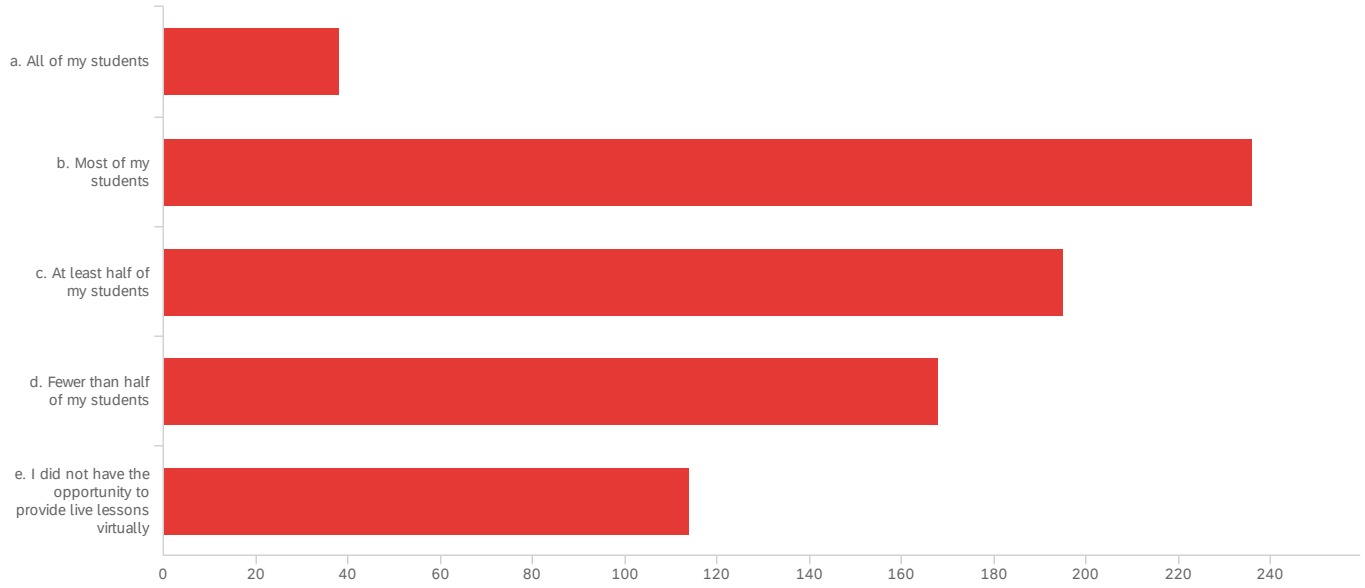
How many of your students were able to access live lessons without any problem?



#	Field	Choice Count	
1	a. All of my students	12.48%	94
2	c. At least half of my students	15.14%	114
3	d. Fewer than half of my students	10.89%	82
4	b. Most of my students	43.29%	326
5	e. I did not have the opportunity to provide live lessons virtually	18.19%	137
			753

Showing rows 1 - 6 of 6

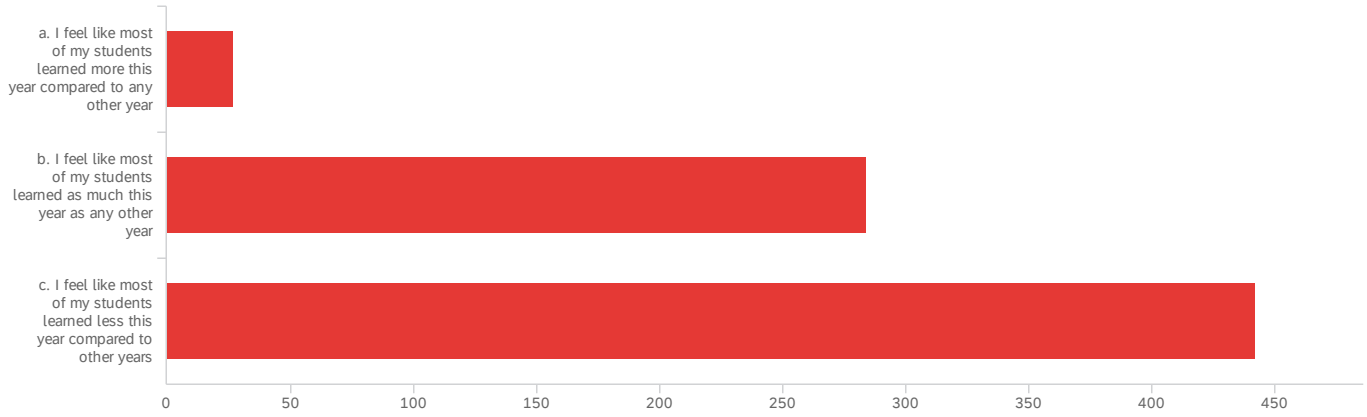
How many of your students were generally engaged in their learning during your live lessons?



#	Field	Choice Count	
1	a. All of my students	5.06%	38
2	b. Most of my students	31.42%	236
3	c. At least half of my students	25.97%	195
4	d. Fewer than half of my students	22.37%	168
5	e. I did not have the opportunity to provide live lessons virtually	15.18%	114
			751

Showing rows 1 - 6 of 6

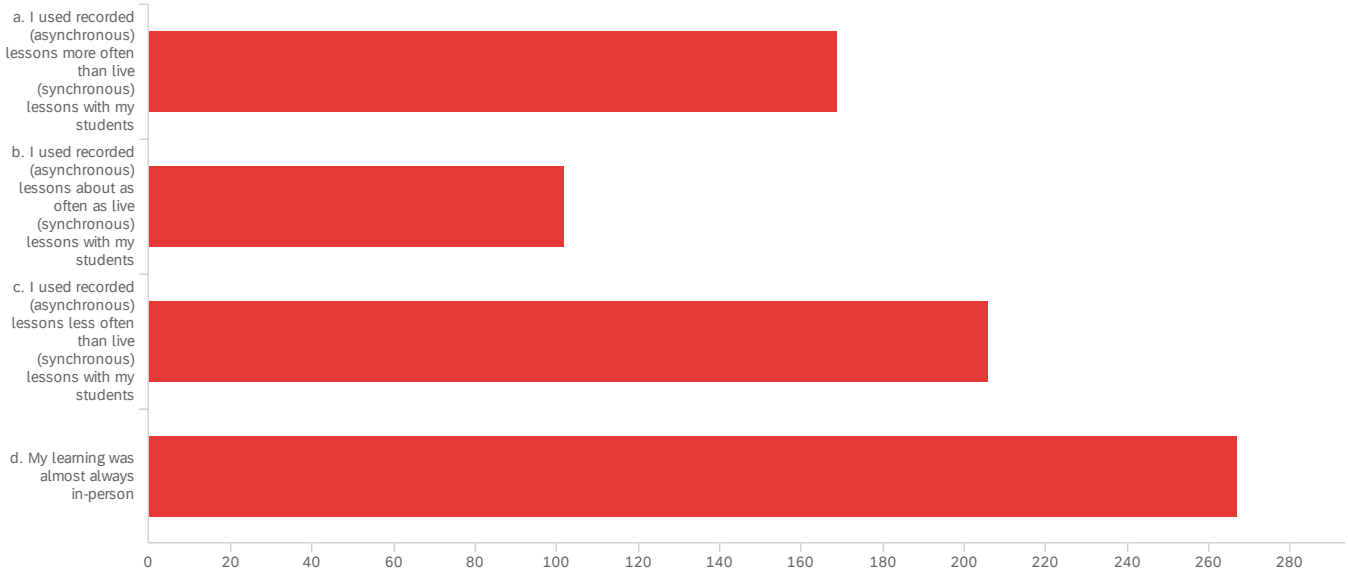
How much do you believe your students learned this year compared to a typical school year?



#	Field	Choice Count	
1	a. I feel like most of my students learned more this year compared to any other year	3.59%	27
2	b. I feel like most of my students learned as much this year as any other year	37.72%	284
3	c. I feel like most of my students learned less this year compared to other years	58.70%	442
			753

Showing rows 1 - 4 of 4

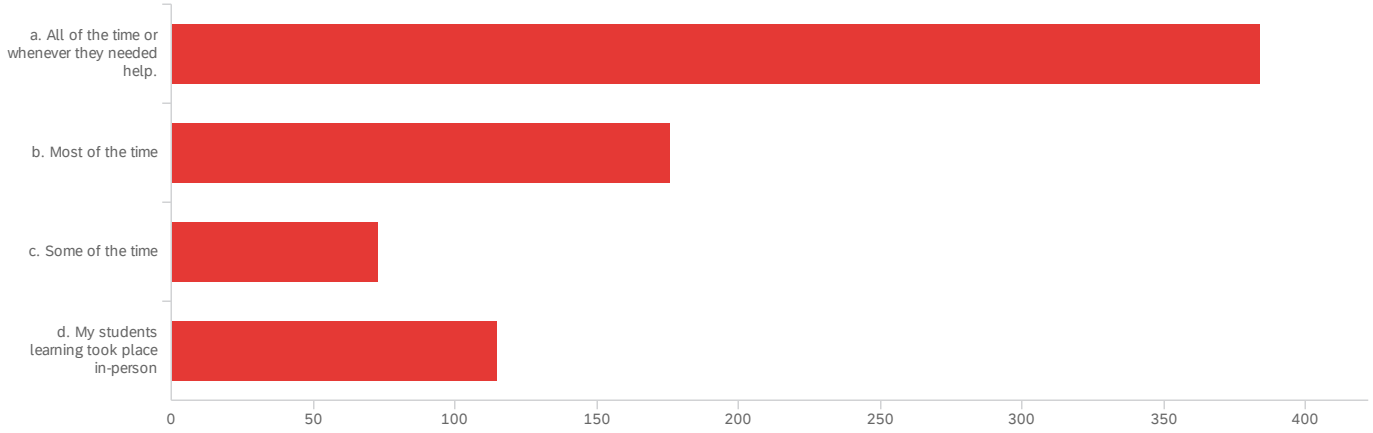
On the days I participated in learning virtually…



#	Field	Choice Count	
1	a. I used recorded (asynchronous) lessons more often than live (synchronous) lessons with my students	22.72%	169
2	b. I used recorded (asynchronous) lessons about as often as live (synchronous) lessons with my students	13.71%	102
3	c. I used recorded (asynchronous) lessons less often than live (synchronous) lessons with my students	27.69%	206
4	d. My learning was almost always in-person	35.89%	267
			744

Showing rows 1 - 5 of 5

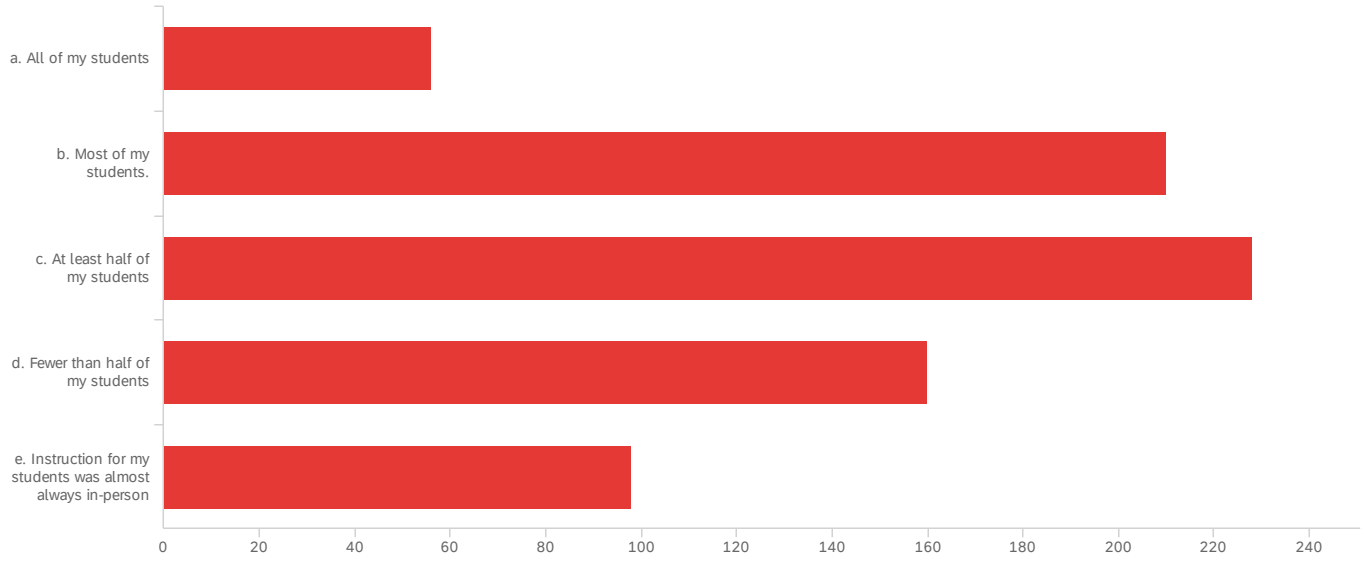
On the days I taught virtually, my students were able to request individual help from me:



#	Field	Choice Count	
1	a. All of the time or whenever they needed help.	51.34%	384
2	b. Most of the time	23.53%	176
3	c. Some of the time	9.76%	73
4	d. My students learning took place in-person	15.37%	115
			748

Showing rows 1 - 5 of 5

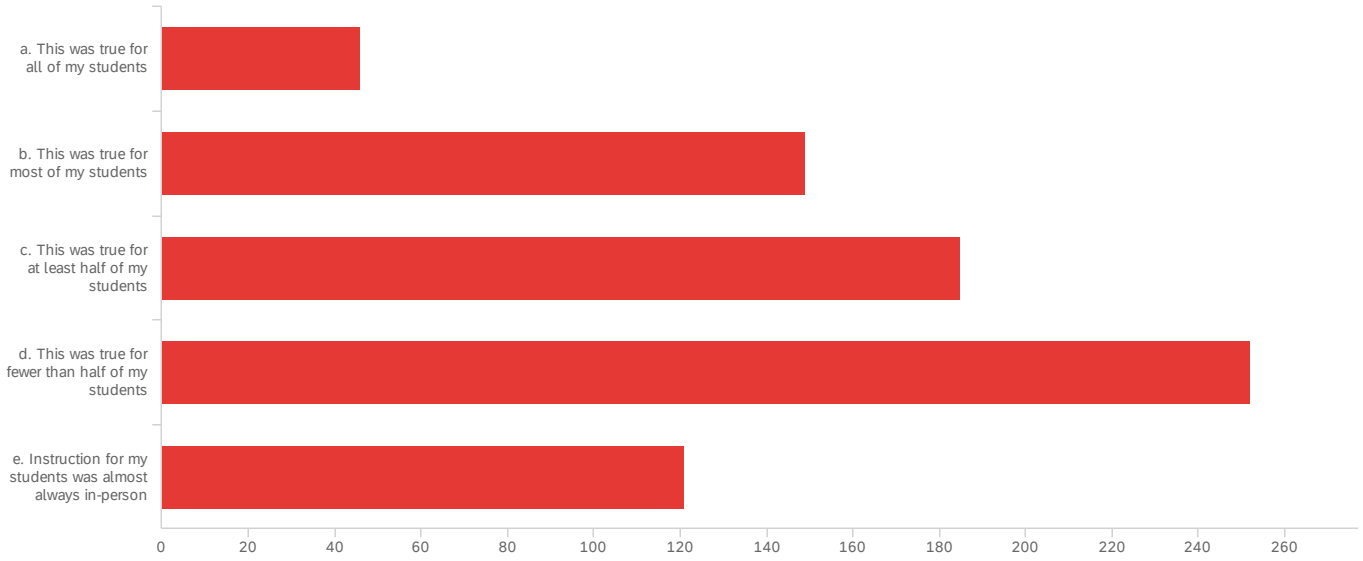
In general, from what you could tell, how many of your students had access to a physical environment that allowed them to focus on their learning?



#	Field	Choice Count	
1	a. All of my students	7.45%	56
2	b. Most of my students.	27.93%	210
3	c. At least half of my students	30.32%	228
4	d. Fewer than half of my students	21.28%	160
5	e. Instruction for my students was almost always in-person	13.03%	98
			752

Showing rows 1 - 6 of 6

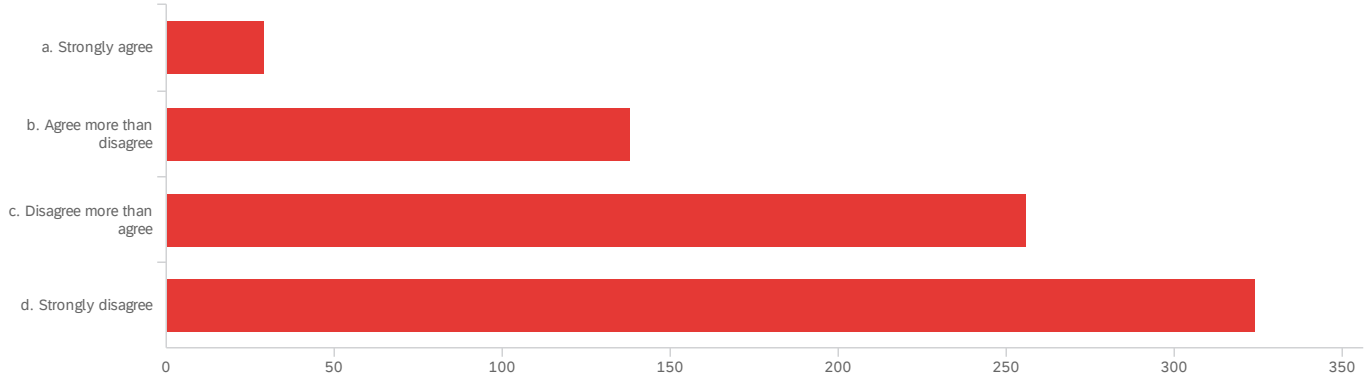
In general, it appeared that an adult was available most the time if my students needed help with remote learning.



#	Field	Choice Count	
1	a. This was true for all of my students	6.11%	46
2	b. This was true for most of my students	19.79%	149
3	c. This was true for at least half of my students	24.57%	185
4	d. This was true for fewer than half of my students	33.47%	252
5	e. Instruction for my students was almost always in-person	16.07%	121
			753

Showing rows 1 - 6 of 6

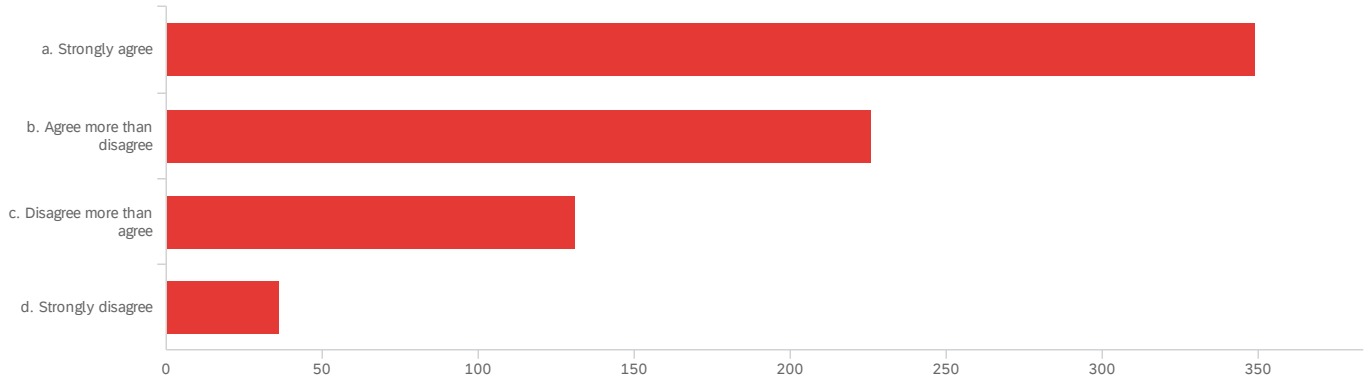
Teaching my students this year felt like teaching any other year.



#	Field	Choice Count	
1	a. Strongly agree	3.88%	29
2	b. Agree more than disagree	18.47%	138
3	c. Disagree more than agree	34.27%	256
4	d. Strongly disagree	43.37%	324
			747

Showing rows 1 - 5 of 5

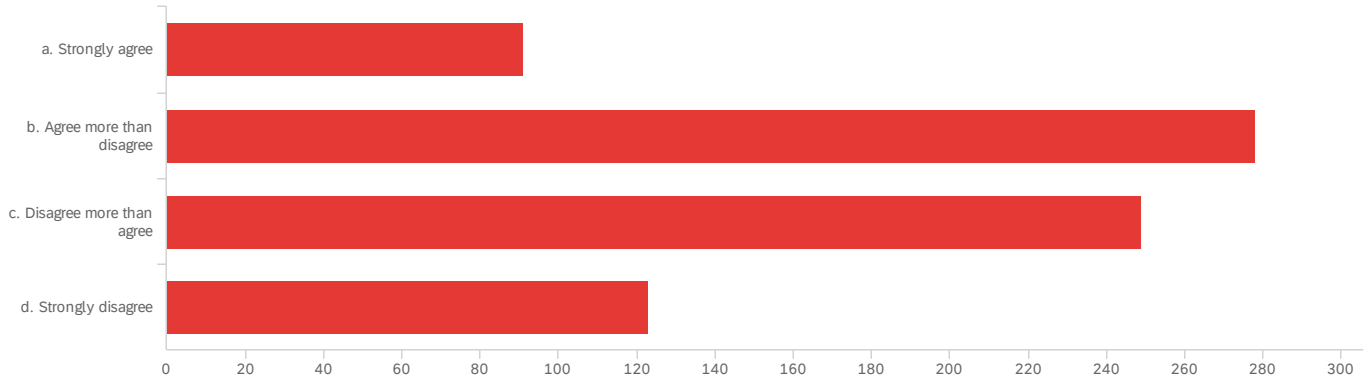
The social distancing requirements, sanitizing, and having to wear a mask made it more difficult to teach my students this year.



#	Field	Choice Count	
1	a. Strongly agree	47.04%	349
2	b. Agree more than disagree	30.46%	226
3	c. Disagree more than agree	17.65%	131
4	d. Strongly disagree	4.85%	36
			742

Showing rows 1 - 5 of 5

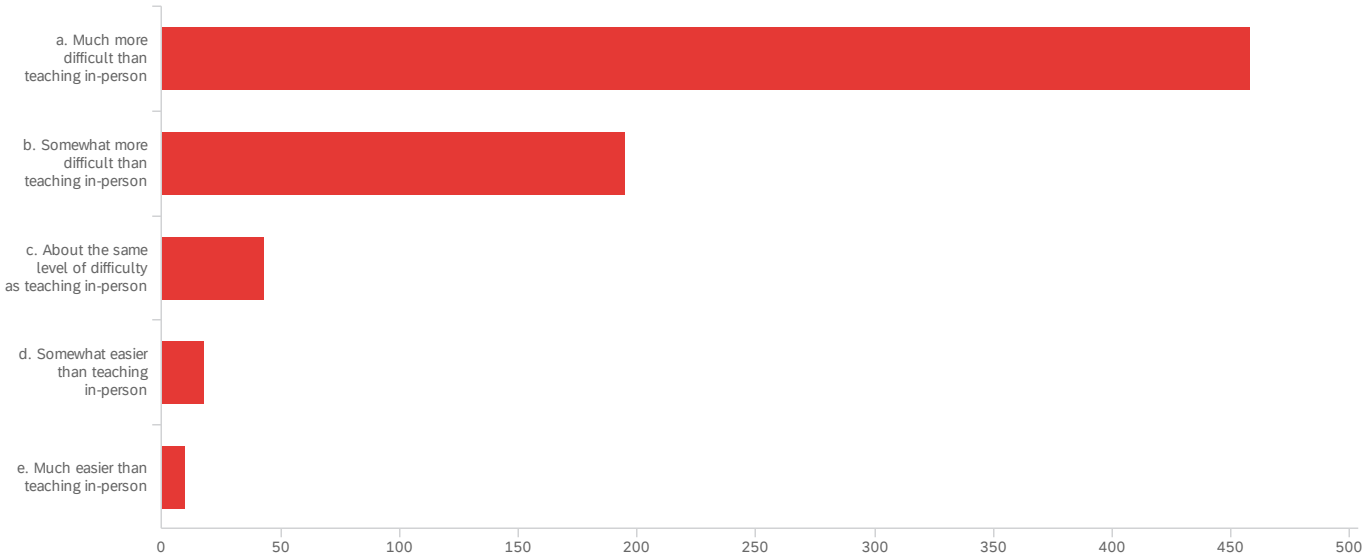
I received helpful professional learning opportunities to help me provide high-quality in-person instruction while socially-distanced and masked.



#	Field	Choice Count	
1	a. Strongly agree	12.28%	91
2	b. Agree more than disagree	37.52%	278
3	c. Disagree more than agree	33.60%	249
4	d. Strongly disagree	16.60%	123
			741

Showing rows 1 - 5 of 5

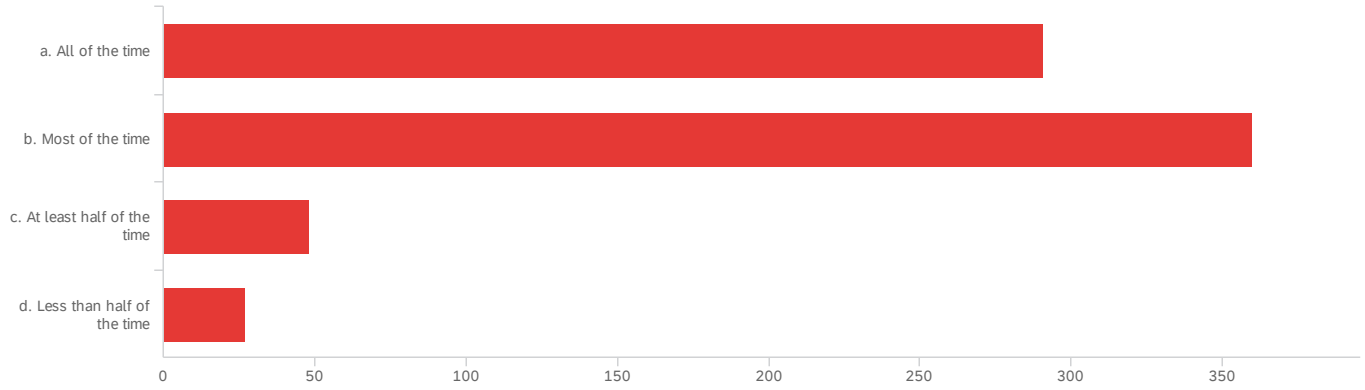
Teaching my students remotely this year was:



#	Field	Choice Count	
1	a. Much more difficult than teaching in-person	63.26%	458
2	b. Somewhat more difficult than teaching in-person	26.93%	195
3	c. About the same level of difficulty as teaching in-person	5.94%	43
4	d. Somewhat easier than teaching in-person	2.49%	18
5	e. Much easier than teaching in-person	1.38%	10
			724

Showing rows 1 - 6 of 6

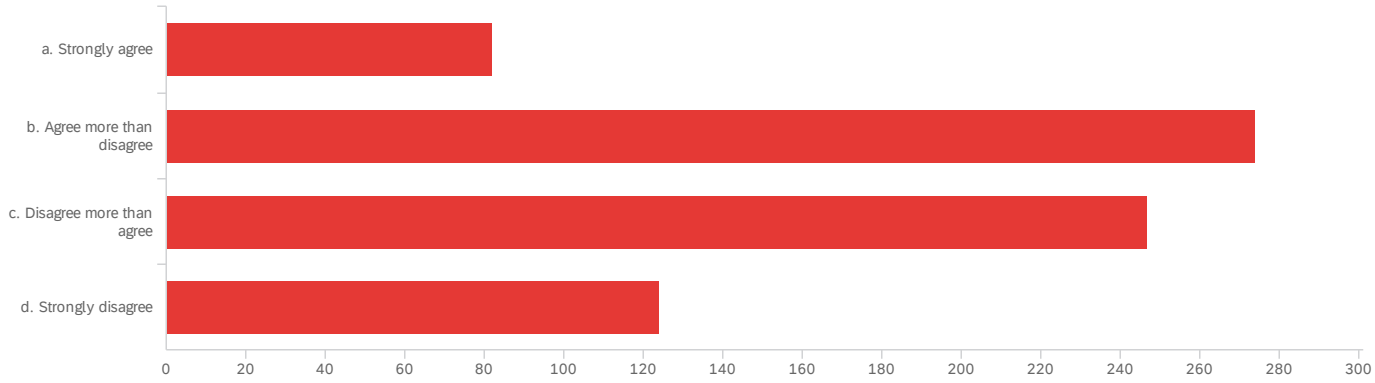
For the days that I was responsible for offering remote instruction, I had good internet access:



#	Field	Choice Count	
1	a. All of the time	40.08%	291
2	b. Most of the time	49.59%	360
3	c. At least half of the time	6.61%	48
4	d. Less than half of the time	3.72%	27
			726

Showing rows 1 - 5 of 5

I received helpful professional learning opportunities to help me provide high-quality remote instruction for my students this year.



#	Field	Choice Count	
1	a. Strongly agree	11.28%	82
2	b. Agree more than disagree	37.69%	274
3	c. Disagree more than agree	33.98%	247
4	d. Strongly disagree	17.06%	124
			727

Showing rows 1 - 5 of 5

End of Report

Stakeholder Engagement Full Report

Stakeholder Engagement

May 21st 2021, 9:40 pm MDT

1. Throughout the pandemic and with all the barriers and challenges that covid brought, what were the most effective strategies that your district did to support the needs of your students? Drag and drop each option to rank each in order of relevance/importance. (The lower the mean, the higher the rank. The top answers are highlighted.)

#		Mean
1	Facility Improvement: improve indoor air quality, reconfiguring space, adding plexiglass, etc.	6.05
2	Student engagement monitoring and outreach	4.52
3	Meal provision	4.45
4	Social-emotional supports and wellness strategies	6.63
5	Mental health services and supports for suicidal ideation, anxiety, depression, and other serious mental illnesses	7.80
6	Extended learning	7.22
7	Internet connectivity	6.12
8	Internet-enabled devices	5.63
9	Services to families	7.62
10	Using high-quality, reliable assessments	10.42
11	Using high-quality instruction	7.63
12	Teacher and staff support	7.25
13	Professional development	10.32
14	Other	13.34

2. If you answered "Other" to the question above, please explain here.

If you answered "Other" to the question above, please explain here.
Schools were incredibly unprepared and did not really adapt well much to our kids detriment.
Public funds for public schools, please!
Early education supports, like preschool
There was a great deal of effort it in to just keeping our schools open regardless of the strain it put on faculty and staff. Many staff received zero planning or even a break from duties for days, weeks, or the entire year. A plus is the students and families o flour district be fitted, but the people on the front line, mailmly teachers and support staff paid the price and are completely drained and fatigued with no support. And-there was zero finacial relief for people that truly went the extra mile. We were not even able to fill most of mount”Covid” positions. Therefore, we just made due.
We were able to keep kids in school all year and they were able to play sports and other activities. We also provided remote options for students.
Facilities is at the bottom but we are trying to move it to the top by using funds to build/finish our elementary and upgrades to our HS
configuring classrooms so that we could have in-school learning
Investing in Student Age Child Care for parents needing to work full time+
Opening the schools with safety protocols/cleaning in place.
Mask mandate and lowering class size so we could continue in person learning.
Specifically, use the evidence based PAX Good Behavior Game for PD and implementation into every K-8 school in the state.
Anti-bias teaching and learning that raises awareness of domestic extremism
There is no way to identify which is a person's #1 rank. My no. 1 ranked is #5.
Pre-school expansion and summer school mini classes
I don't know anything about it.
Nothing to help besides environmental changes
Provide some funding to Special Services Co-operatives to assist with providing Special Education support
I feel that they did very little. Other than a gallon of hand sanitizer and a mask, last minute planning and then giving little time to prepare for the classroom. I would give our school district a F. I would give or school administers A- for their efforts
Staying in contact with Families and keeping them informed of student progress and any changes to the instructional plan and setting.
Meal Provision
7
other

Mask and germ protection

there all good answers

Quite a few of these were not offered by the district so the rankings will be incorrect here. We only did the first 3-4. The rest should not be ranked!

With COVID funds, I was able to hire an extra person to sanitize surfaces every hour. I was also able to buy materials to help teachers sanitize within their classrooms on a regular basis.

cleaning supplies

We did the best we could and internet availability and Chromebooks aided in what was needed for faculty and students

This question reflects what the district did, not what I think was most important to address. We needed more tools to monitor students and teacher and staff support in meeting the needs of students.

Added staff to reduce class size and had students in chorts.

My children were only impacted by 1-4. We did not note impacts from the other options.

Student-Centered Instruction

3. In order of most to least important, rank the top issues currently facing students as a result of the pandemic. Drag and drop each option to rank each in order of relevance/importance.

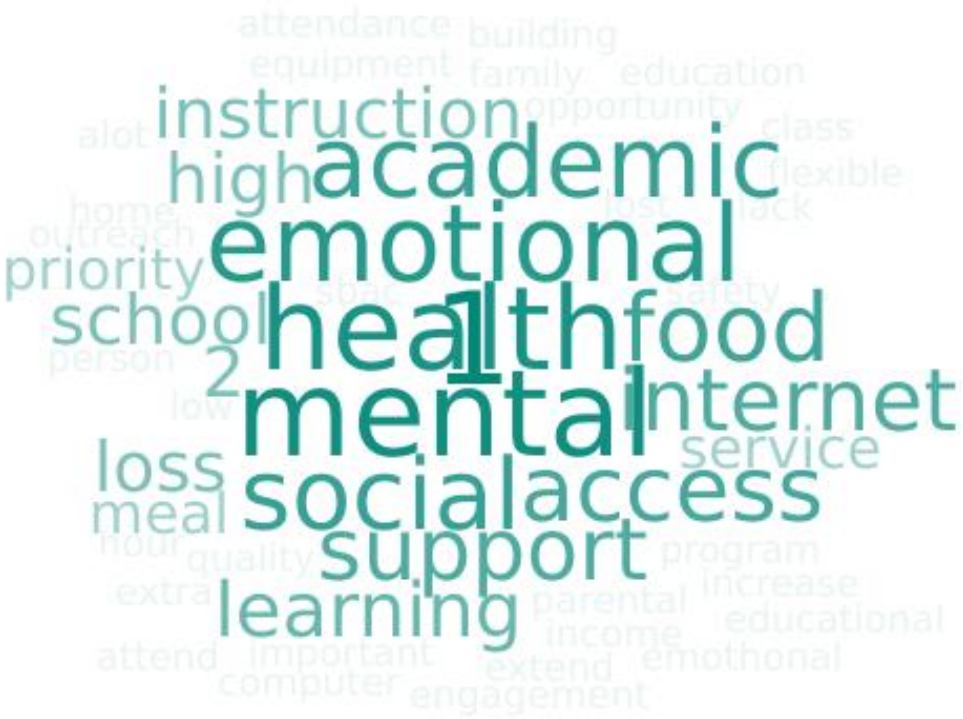
#		Mean
1	Safe learning environment	5.05
2	Healthy learning environment	5.52
3	Access to food and other basic needs	5.59
4	Loss of instructional time	4.66
5	Access to afterschool and summer school programming	7.35
6	Creating or expanding activities or enrichment opportunities designed to improve engagement	6.80
7	Problems accessing remote instruction	7.48
8	Mental health services and supports for suicidal ideation, anxiety, depression, and other serious mental illnesses	5.69
9	Social/emotional support	5.53
10	Family supports	8.18
11	Staff well-being	6.78
12	Staff professional development	9.69
13	Other	12.72

4. If you answered "Other" to the question above, please explain here.

If you answered "Other" to the question above, please explain here.
Learning loss due to lack of preschool options
Healthy Open-minded Learning
student engagement
This doesn't allow us to rank them. It only allows us to choose one.
Performing arts were hamstringed by the pandemic - students have limited performance opportunities
Your instructions are NOT clear
social/emotional support
we all go threw stuff
quality curriculum materials that have an on-line component
obesity and fitness...our average weight gain over covid was 25# per student. One 3rd grade child gained 71#
1-4 are the top issues for my children. The other items are not important to our family.
Adaptation to the new normal

5. For each of the following subgroups of students enrolled in your school, please identify the top 3 highest priority needs for the 2021-2022 school year. If a subgroup is not enrolled or you do not know if that subgroup is enrolled, please put N/A.

Low Income Priority 1



Low Income Priority 2



Low Income Priority 3



White Priority 1



White Priority 2



White Priority 3



Black or African-American Priority 1



Black or African-American Priority 2



Black or African-American Priority 3



Hispanic Priority 1



Hispanic Priority 2



Hispanic Priority 3



Asian Priority 1



Asian Priority 2



Asian Priority 3



American Indian or Alaska Native Priority 1



American Indian or Alaska Native Priority 2



American Indian or Alaska Native Priority 3



Native Hawaiian or Pacific Islander Priority 1



Native Hawaiian or Pacific Islander Priority 2



Native Hawaiian or Pacific Islander Priority 3



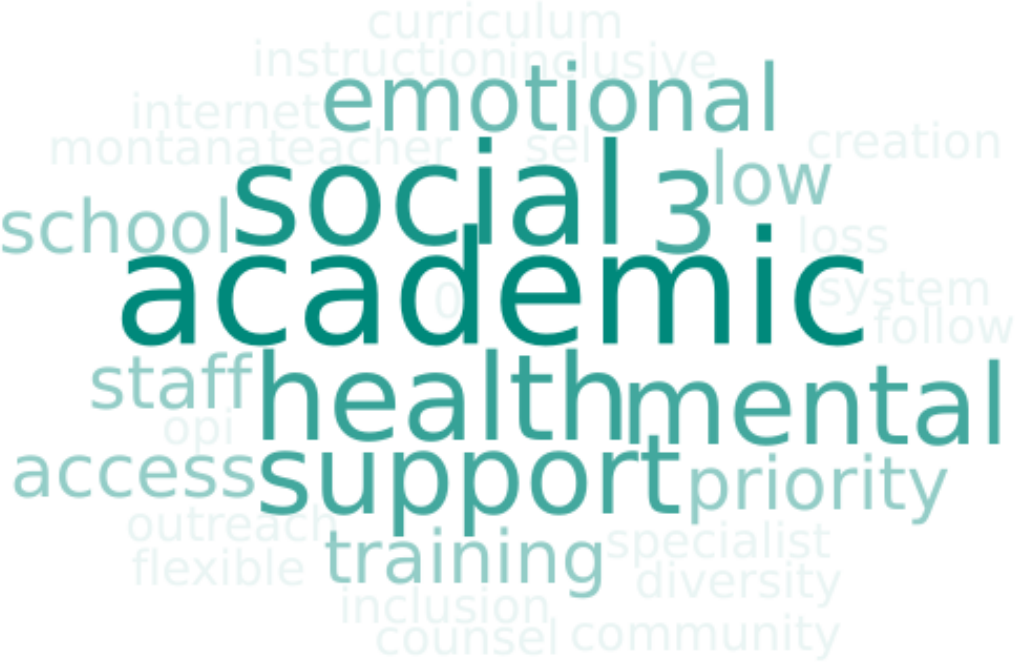
Two or more races Priority 1



Two or more races Priority 2



Two or more races Priority 3



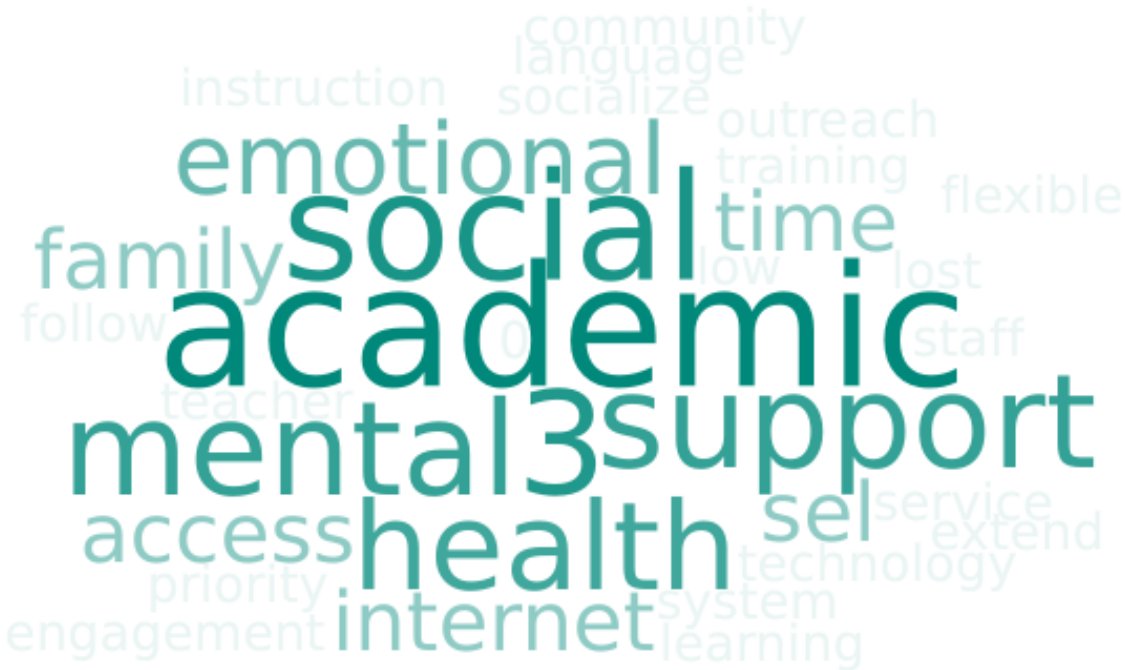
English Learners Priority 1



English Learners Priority 2



English Learners Priority 3



Children with Disabilities Priority 1



Children with Disabilities Priority 2



Children with Disabilities Priority 3



Students experiencing homelessness Priority 1



Students experiencing homelessness Priority 2



Students experiencing homelessness Priority 3



Children and youth in foster care Priority 1



Children and youth in foster care Priority 2



Children and youth in foster care Priority 3



Migratory students Priority 1



Migratory students Priority 2



Migratory students Priority 3



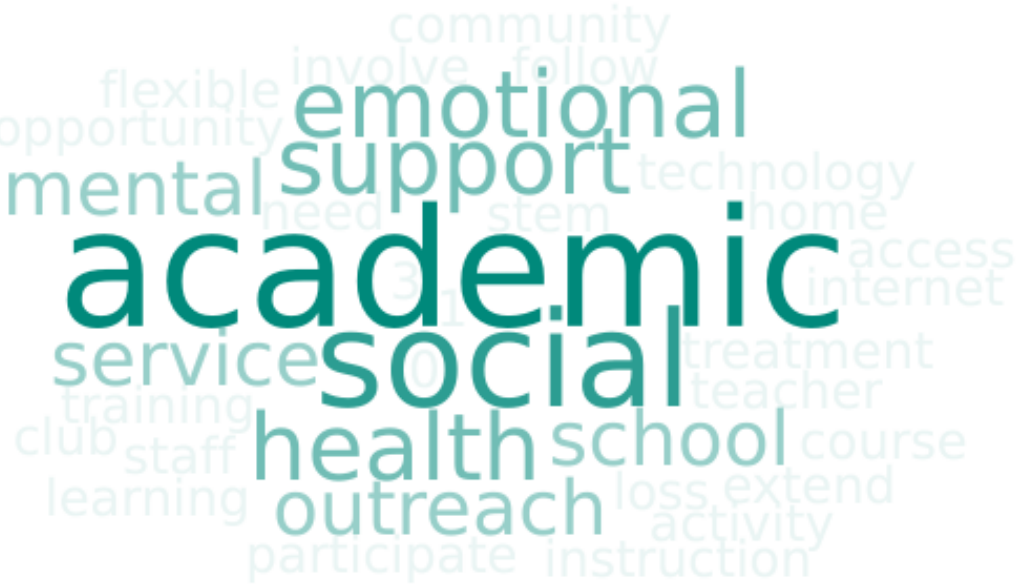
Youth involved with the criminal justice system Priority 1



Youth involved with the criminal justice system Priority 2



Youth involved with the criminal justice system Priority 3



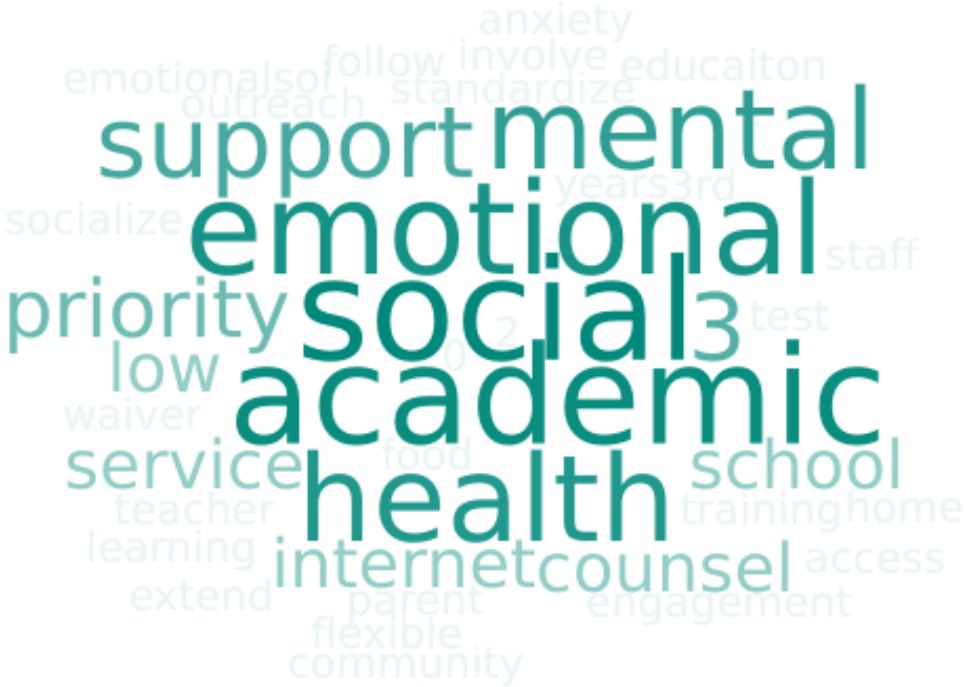
Missed most in-person Priority 1



Missed most in-person Priority 2



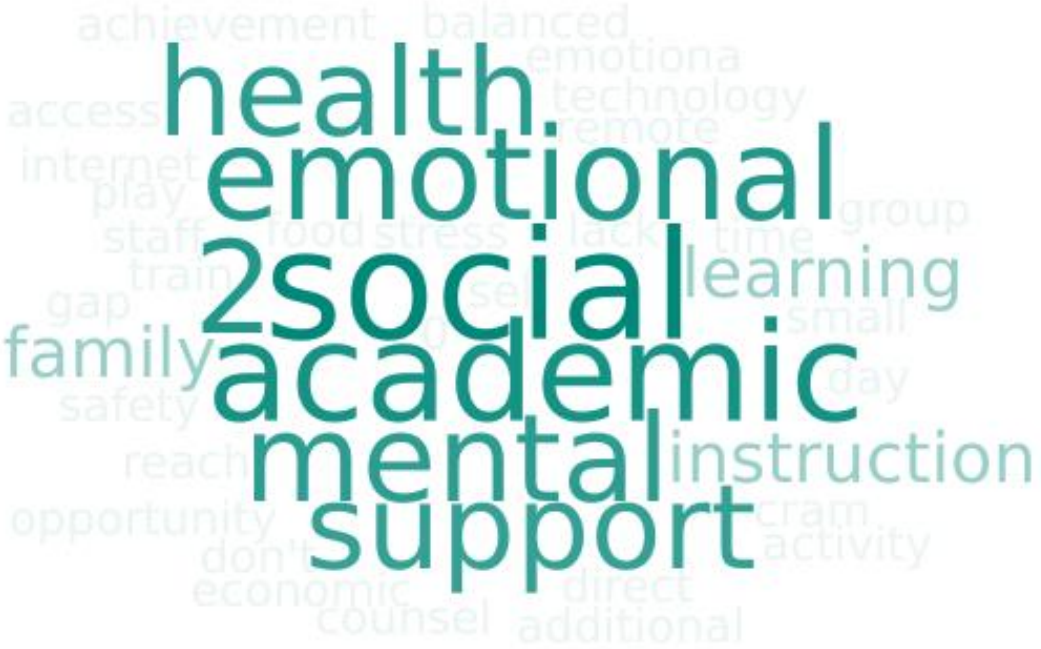
Missed most in-person Priority 3



Missed remote instruction Priority 1



Missed remote instruction Priority 2



Missed remote instruction Priority 3



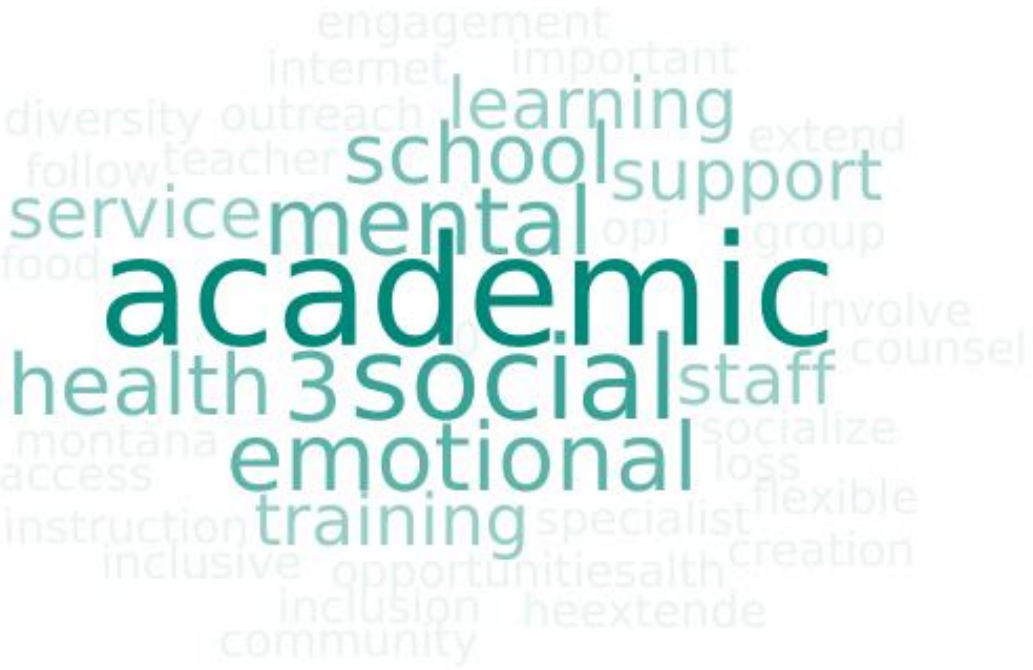
LBGTQ+ Priority 1



LBGTQ+ Priority 2



LBGTQ+ Priority 3



6. What tools and strategies are you using to support social, emotional, and mental health needs of students?

One on one instruction and support, mindfulness, safe & healthy outlets for expression of emotions
Use of wraparound facilitators and school-based mental health therapist; family visits
teachers, specials teachers, other parents
N/A
teachers having professional development to help, wrap around services
Asking them if they would like to see an HPDP counselor.
Additional Staff, Additional Counseling resources from IHS and OPI
Wraparound Facilitators
Contracted With Open Door Inc.
Not anything more than we previously had in place- access to counseling department
Just being kind when interacting with them
Counseling services and the school and a referral system.
Referring students to partner agencies for help
developing relationships with students to be able express concerns
School
One on one zoom meetings.
All Nations Health Center Behavior Health Dept.
Culturally responsive pedagogy: smudging (miagasike), sweat lodge (mahtotsahnikamik)
Social emotional learning lessons.
miahkahsikahn- mahtotsahnikahmik- sahkitowin
Second step advisory curriculum
Encouraging students to participate in extracurricular activities
We are being aware to have SEL as part of our MTSS process. We have a solid Tier 1 curriculum of Second Step we are utilizing. Our school counselor is also redefining her role to help support students as much as possible.
Teacher training in new methods using IT, synchronous and asynchronous teaching
Weekly check-ins with onsite and online learners and families.

Guidance classes as part of specials rotation.

Education, adult support to youth, specific activities

not enough one counselor for whole school

letting them know I am there, constant follow up

Professional Development for staff in SEL, SEL activities implemented a minimum of 2 times/day, class climate and culture structured to promote SEL, conselors and local professionals as support

When placing graduates of our MA Counseling programs, a lack of funding sources from schools is preventing their full-time hire to provide social, emotional, and mental health needs for students.

Reaching out to students and their families.

We conduct SEL group lessons at least twice a week after school. It is loved by the kids. Working on Growth Mindset

We use books and read alouds to open up discussion. It is our hope to begin discussion with books that students can relate with. We also use some task cards that describe situations that we can work though.

Sanford Harmony; Positive Action

We have acquired mental health counselors from Yellowstone Boys and Girls Ranch and an independent company to provide additional counseling services to students.

Our school cut supports this year. I use book studies and class meetings.

School counselor, off-campus licensed counselor

Parent involvement, virtual or phone check ins with students, referrals to mental health providers, referrals to outside social services organizations

Onsite counselors

Second step online resource/ school psych/counselors

building relationships

No tools really. We see students individually to try to support them and their needs. We seek support and refer students/families to local clinical providers when necessary

school counselors, CSCT

Define personal relationship

Teaching lessons about social and emotional well being

Responsive Classroom curriculum, PAX, counselors, behavioral coaches, AWARE/CSCT program

Utilize the PAX suite of support services as evidence based practices to support SEL

Support teachers

I totally support programs like Youth Aware of Mental Health, student focused/not gate-keeper programs. Need more access to mental health professionals.

Teachers need training in how to address and teach student needs.

overworked teachers

Open air activities. Outdoor learning units as weather gets better. Community participation.

Thru discussion with school officials, politicians

Counseling, socializing, caring education. Online efforts, computer equipment to reach out, internet access.

Nothing extra

Online mental health opportunities for students, family and staff

Being flexible, supportive, being there to talk, refer to counselor, get help and assistance.

SEL classroom lessons based on the normal/trauma informed emotional needs of students

I am doing a lot of research and updating of my suicide protocols and trauma awareness. I am working with students to meet basic needs like coping skills, stress management, and feeling safe.

I spend a lot of time checking on students, whether in the building or at home. I try to find ways to get some response from them.

Direct instruction of coping skills, practice of those skills in the classroom, additional food/supplies sent home, team building exercises,

Check in with students, school councillors, extra time on work assignments, self care for teachers and students

We are using our school counselor, and asking teachers to spend time addressing emotional health.

We have hired a mental health company to provide training to staff and student.

Class meetings the join online learners with face-to-face learners, dedicated, consistent online teacher, provision of counseling services that are in addition to school counselors, teachers and principals made regular phone calls to at-risk homes and followed-up with home visits and to take food to the house if necessary.

discussion, relaxation/meditation techniques, asking less of them

How you doing discussions, trying to think out of the box for field trips-lessons that are exciting, observation of students daily - talk with our counselor if needed, extra recesses for breaks from being enclosed in one classroom too long. Athletics - trying to find activities for students to be physically active out of school and during the summer to provide more social interaction with healthy decisions, had county extension agent in to teach classes about nutritional snacks

Continued Tier 1, 2, & 3 interventions provided by the school counselor. (Classroom lessons, groups, individual counseling). Teachers are also providing many informal accommodations for students and frequently taking them outside for walks and mask breaks.

We have alta care, and a caring staff; **however often times it is those students who do not participate in school- who need the most help**

Funding for enough school psychologists and mental health assistance

School Psychologists, mental health professionals, websites, remote assistance via video.

Increased availability of support staff.

sadly, very little. Referral to counselors. Teachers are available, empathetic, training by Nate Chute foundation on Suicide awareness

PAX, Zones of Regulation, Morning Meeting model, Check in/check out

Not enough is being done across the school.

School based mental health services for students (referrals)

Counselors, Social emotional lessons, County Health and Mental health counselors

Try to talk to them; read poems; laugh & engage; refer to counselor

Counselors, SOARS Case managers, school psychologists, CSCT Therapists

Listening if they want to talk, asking how I can support them, tailoring services to family needs/ realities

whatever we can find on the internet...and trying to be a kind and listening person in their lives

Utilizing in person and remote learning options still. Offering support through both ends, as a means of teaching and reteaching materials.

No late penalties (less stress); daily attitude check-ins; funny "meme of the day" to keep spirits up; nurse/counseling referrals when necessary

Just being at school and going on a normally as we could.

Personal relationships - being aware of where students are at emotionally and what they need; self reporting forms; contact with families

Our school counselor

The same methods that have been used successfully forever: personal accountability, self respect, positive and negative reinforcement

Our staff observes and communicates with students that demonstrate "depressive" tendencies and contacts parents at any time there seems to be a possible chronic issue.

school guidance counselors, online programming (everyday speech), referrals

Social emotional curriculum lessons through out the day

compassion

I don't have a lot of resources in this area therefore, I feel this is an area that needs focus. Currently we have a councilor for 500+ Kids stretched pretty thin. I also feel I could use some training in this area.

Second Step, a school counselor, referral to outside counselor, information about outside resources

We are using several curriculums, connect and checks, an overworked counselor

Video Games

Teamwork and involving others.

phone and online access

Providing numbers for suicide hotlines and really nothing else.

im helping people to get through there problems by telling them my problems and helping them understand that there not alone

phone, online access

friends and music

N/A

councelor

I cry myself to sleep

I like to spread kindness and help anyone thats feeling sad of left out.

playing gutiar

Learing to learn diffrent way, and keep checking in
Have support groups
Calming methods
not a lot but brain thiking
PAX training for all staff; a spirit of inclusion (we are all in this together & it is temporary); a full time counselor
trained professionals
We have nothing
DESSA assessment, many students identified, not enough staff or resources to meet their needs
I am using our school counselor.
Zoom meetings with counselors, SPED, classroom teachers
We are currently using 1:1 outside counseling via tele-therapy with kids in need. We also have our school counselor in classroom with weekly lessons.
Daily whole group social skills instruction for 30 minutes to teach strategies, referrals to mental health providers, grief groups for students, secondary trauma support for teachers
Social emotional learning
breathing, breaks, discussion, drawing
morning meetings, breathing/calming strategies, Alluvion counseling, school counselor, consistent home/school communication, social groups, grief groups, whole-school incentives
morning meeting, social groups, grief support
Applying skills from programs like Responsive Classroom, building rapport with both students and their. families
ASCD's Whole Child Initiative
Zones of regulation, Breaks, Support Staff when and if it is ever available, building relationships, Trauma informed practices
Team building meetings, social reward times, communication with families, increased flexibility with students
Alluvion health and counseling services
Behavior plans, building relationships, creating a safe place, structured calm down activities, positive behavior incentives, positive reinforcement/ praise, relationships with families, meeting needs for food insecurity, mental health information, trauma informed practices, physical movement activities
building relationships, behavior plans, creating a safe space to decompress, creating physical movement activities, structured calm down activities, positive behavior incentives, building relationships with families, meeting food insecurity needs, giving families information to mental health resources, using trauma informed practices in the classroom,
Whole school morning meeting, breathing/calming strategies, school counseling lessons directed at mental health, access to private counseling, family communication, small group social skills groups, grief group, and whole school incentives
Morning meetings, parent communication, open classroom door
social groups, behavior plans,

Behavior plans, social awareness lessons, community building in the classroom and self regulation strategies.
Social Groups, Social Skills Curriculums, Push in Social Support in the class
Socail groups and Counselors
ICPS, Calm Down Strategies,
technology, morning meetings, people to talk to
morning meetings
We are using the DESSA screener and continuing PD/training on using this tool.
Flexibility, patience, incorporate FUN into every day; art
We have hired a mental health agency to connect with struggling students weekly via the internet.
referring to school based therapist (who is one individual here for one day a week)
creating opportunities for engagement-athletics, clubs, community service, etc.
We are trying to get in speakers and counselors. We are utilizing our local agencies and reaching out for help with their services.
Increased specific praise for students, counseling options, evidence based interventions, CICO.
DESSA, morning meeting, counseling, Alta Care
The same tools and strategies I have had prior to the pandemic. My district has not provided even an hour of training or support in dealing with social, emotional, or mental health support of students or staff.
We have a program called CTSC that involves in-school counseling for students with social, emotional, and mental health. We have a mix of online and in person students, online students do not have access to this.
Counseling
School counselors, AWARE, CSCT, Alluvion Health therapists
n//a
Checking in with the students to see how they are dealing.
Lots of communication with students and parents via email, text or phone.
counselors
Team and personal conference sch conselor
Talking woth students and meeting them where they are at and seeing what they need.
none
CSCT, school counselor and weekly instruction on SEL
compassion
Building relationships, zones of regulation and social emotional lesssons.
Pax Good Behavior Game, Five Traits Social Emotional Curriculum
SEL programs - ex. 2nd Step, dvd's, videos, Positive Action Lessons

Programs such as Second Step, teacher led strategies. We are a small school and are accredited through MSSA for counseling- though we did have a counselor who had to step away from the duties this year due to Covid. We tried to have her stay connected with our kids through Google Meets, but the internet at West Glacier School is SO slow and unreliable that we had to cease those activities as well.
Conscious Discipline
Conscious Discipline
integrating Social/ Emotional instruction in to the curriculum
district programs in place
Counselor is available more, more time to socialize
CSCT, second step, and other programs
DESSA screening tool and full DESSA, Conscious Discipline, Conscious Discipline Feeling Buddies Curriculum
CSCT
Ready 4-K helps staff keep in touch with migratory parents through at texting program
Check In - Check Out, School Counselor, Indian Health Services Behavior Health,
We have allowed counselors to use our school space to visit students at school reducing the travel time and lost instruction time for them to travel to a counselor and increasing the number of students seeing a counselor. We have a behavior therapist paid via a grant that works with students and teachers to implement interventions. We will be using a K-12 SEL curriculum beginning next year.
We are working with Mental Health providers in the community to work on service agreements. The district is hiring 5 mental health therapists to support targeted schools and sub groups. Social Emotional Curriculum and Programing
CSCT, additional counseling and teaching various units of social and emotional education to all levels of stuedents.
We have hired a school counselor for next year thanks to the additional funding.
Increased counselors and mental health professionals in schools.
School Counselor, Yoga, PD - Emotional Poverty, PD at a remote location for staff mental reset
Universal DESSA lesson taught daily. Home Visits. Individual Counseling. MTSS. MBI universals.
One-on-one sessions with school psychologist, counselor, and/or teachers
counselors, trauma invested approaches, restorative practices
Presence, listening, purpose coaching
I talk to my daughter and her friends about the stresses at school, I listen to their feelings, we talk about solutions, I work in conjunction with the school counselor
Encouraging teachers to have opening circles each morning - K-12; opportunities for kids who need additional attention to feel seen and heard by an adult
Wrap-around provider support
Podding, four day school weeks to give teachers the fifth day for all the e tea work load

7. The ARP ESSER requires new data to be collected to satisfy reporting requirements, such as about the Mode of Instruction. How would you suggest the OPI engage districts when thinking about how to collect new data?

Please make an effort to collect data from afterschool programs that aren't specifically contracted with the district. Those programs are large & well funded/subsidized. If the goal is to serve as many students in as possible with meaningful engagement, the net must be cast wider.
This survey is helpful.
no idea
N/A
require the minimum data to satisfy requirements, no additional items because someone wants more.
Collect data from students and parents.
Discuss with regional superintendent groups.
Training
Hire additional staff and send them to each school site to personally observe and collect what is needed.
Rarely- if it takes away much instruction time.. if not monthly
unknown
Through e-mail correspondence or surveys.
not sure
look at how the money is spent, assess suicide data, crime data, grades assessment
Ask each district for a breakdown.
Community Assessment
No input
Using screening tools such as the dessa, and decca models
Create a Position: Covid 19 Coordinator
not sure
I think we need to be creative in our data collection manners and ask districts to report out different benchmark versus just state testing.
Use IT to monitor learning outcomes
Have a list of used curriculum and assessments used by the district.
Integrate into an already existing data collection system rather than creating an entirely new and additional requirement for reporting.

Be very clear from the start about what data they want and how it needs to be collected, not wait until right before reports are due to give this info.

MTSS model

Seems you alredy collect a ton of data, throw a question or two onto something you already ask for

Number of students at risk (academically, socially and emotionally)

connecting it to the current data system. not reinventing the wheel.

I think that there needs to be set guidelines so that schools are all reporting the same kind of data. It also needs to be relevant to the learning of the students.

Work with the school/district superintendents and principals.

What is the "new data"? How about adding qualitative variables such as parent engagement, student activities, social time, etc?

increase reminders, offer incentives CEUs etc

Onsite visits

student surveys, teacher surveys

The first few questions of this survey seemed to seek additional information pertinent to this question, yet I have no idea whether I answered the question accurately because it didn't seem to record any of the choices I made.

I have no helpful suggestions for this question- sorry.

School are in desperate need of CSCT services.

END the MontCas testing and other tests that do not INFORM INSTRUCTION. Just use NWEAs and Fastbridge to assess what students know and what they need to learn.

structured interview with superintendent and board chair

As simple as possible. No need to add more to our over-burdened staff. Concise directions with an explanation as to why the data is needed.

Transparently, with the needs of all students in mind.

There should be an easy to use system where they input the necessary information.

Use a CLEAR survey, sent to people who understand "Mode of Instruction". Current and retired teachers...

Advance funding to universities to provide academic research for graduate students to conduct research.

Use local health and school district officials

Online surveys

Ask teachers and counselor how they can be supported...people are burned out and under appreciated

Emails and webinars

Think about how to quantify HUMAN RESOURCES. Teachers and Staff have been the biggest difference in all of Covid's challenges for student achievement, and most of the questioning in my district seems to be about material goods. Extra paper and books have NOT made the difference in my students learning or not this year, it's been ME and the other teachers and all the extra time we've put in that is not being recognized or compensated for. Great that we want to use some of this money to pay for all the extra paper towels we used, but think about the HUMAN RESOURCE COST.

N/A

I think we can certainly work together to collect data on what's working and what needs to be improved. If OPI sent out surveys or data collections sheets for districts to complete, that might be helpful.

Ask the teachers. Use a questionnaire. The teachers are on the front lines. A simplified form for students might be enlightening too.

Please inlclude student absence rate in your data collection, and use that to determine whether a lack of learning is the result of poor instruction or simply never being at school.

PowerSchool

Ask teachers!! Send the surveys to schools and have the teachers respond.

I think surveying the teachers directly would be a good idea.

Make it simple and quick.

I'm thinking this should have been thought about a long time ago as it is a lot to put on districts to go back and report the ever shifting modes across the school year.

don't -- all this data collection (with no apparent use) is stressful in small districts

surveys, data reports from researched based programs,

do an online survey

Modeling, present methods and demonstrate them for school districts via Internet video, seminars or in person visits

Onsite visits

Work with the curriculum directors. Having concrete and establish plans well ahead of time. All collection much be efficient and easy

Make it simple and user friendly!!! Feeback from the data collected

Surveys

Real data that asks school to disclose numbers of students, mode and hours of instruction, grade/proficiency data on effectivness.

Student, Parent, and Teacher surveys.

Come in person or via zoom; talk to people via empathy interviews; talk to families & students

Statewide virtual meetings are effective tools to solicit input

Virtually. Don't make it time consuming. Make it easy to share data- pre created forms, click on the answer, etc.

give clear examples of what data is needed/what he should look like

Survey with questions that are to the point, not worrying about sub groups but a human beings.

I don't know

A simple survey.

Surveys

Simply request documentation of Assessment based on State Standards - We use MAPS as a tool to see student progress; 3 times per year.

surveys

Let's not add more data collection to teachers that will never be used.

throw money/incentives

Great Question. Maybe a plan presented with a quarter report on how it is going. Depending on the issue. I think that our building could use some focus in the social emotional effects from this last year. I think getting information from kids on how they are feeling and then quarterly see if kids feel different. How that would look I am not sure. Maybe an survey?

survey, questionnaire

Superintendent report

Why do you ask a 14 year old teenager about this?

Make the questions better.

Make the tests easier for younger children

Making the services more understandable with more simple questions

ask better questions. with correct grammar.

make the questions more usable for younger humans

no clue

dont

i dont know

do better

talk about why we are even doing this survey why don't you ask teachers that know the school better than the students

dont give a bunch of 14 year old kids a confusing survey

not test... maybe observation

Just continue to surveys and get data from kids

I do not know

Stop putting MORE on teachers & districts and let them do their jobs. Assessments only take a snapshot in time and doesn't give the complete picture. There has to be a better way of finding out the data you need.

Standardize the process to get data to compare.

Involve the whole staff, not just the administration

A state run data system that talks to common assessments currently being used in districts

Observation

Ask the districts what data they can collect and their feedback.

Continue to use surveys etc to gather information. Try to keep the questions simple and to the point.

OPI might thing about working directly with superintendents to formulate a plan that works best from district to district
N/A
not computer survey, observation???
access scores from SBAC, MAP, other consistently-used assessments, communicate with building coach
zoom
Consult district administration and instructional coaches.
The My Voice Survey and its processes is an excellent way to determine student needs and school culture priorities.
Using the data to implement change, publicizing the data obtained.
Consult principals
Using the data to actually implement change
Reaching out to district admin and working with instructional coaches
Reaching out to district admin/ instructional coaches
Space the survey out
Really take into account the needs of each student in the classroom and how it effects their learning.
Walk throughs
Walk-throughs
Email out links or talk to Leadership teams
maps data
give clear and concise instructions
Make it as simple as possible. Don't put more on districts.
It needs to be quick and easy.
I'm not sure
conversations and simple forms and surveys,
Task force from representative and diverse groups of districts
Give the options of remote, hybrid, in person, shortened day or other.
not sure
Online surveys such as this sent through email work well.
To much reporting
unsure
Survey staff

online

ask teachers

SBAC map

Survey?

Pick three to five categories, 100% in person, 70/30, 50/50, 30/70, 100 off site. Then pick the type of remote instructional vehicle, Zoom, google, Microsoft, etc. Lastly choose the content, ed-ready, freckle, IXL, district curriculum etc (each of these should have the same 5 categories 100, 70/30, 50/50, 30/70, 100 relating to district curriculum and app instruction. Each class can zip that out in minutes, each teacher can put down instructional minutes on zoom or face to face and instructional minutes for self directed learning. Each district collects the data, compare the data to SBAC scores to get a sense of effectivness in teaching for each mode and delivery. You will also collect a ton of ideas on instructional delivery options to check for data driven apps..

N/A

As simple and straight forward as possible, efficient and non-time consuming, ability to collect more than one data point, ways to test students that have attention or learning differences, Mental health and family needs be addressed.

Youth Risk Behavior, Attendance, Behavior Data, Survey of Curriculum used, Work with County Health Dept's who are teaming with schools to promote mental health care in counties.

user friendly, brief concise reporting requirements

Survey

Survey that can be sent back to OPI like this survey

checklist "did this happen.....yes/no"

This survey was fairly painless.

allow us to use NWEA MAP scores or similar tests. Please do not use SBAC or add another test!

Survey

Ask district to report Mode of Instruction options in AIM

iStation Data, SBAC, Informal/Formal Observation, Reading/Math Test Scores

Keep it simple. Face to face/remote/hybrid

Survey

Concise, clear selectable forms of instruction, based on best practice and evidence based methods.

Provide an overview of data point already available, then have work groups or focus groups identify gaps and develop methodologies for collecting needed data.

Add as part of E-grant question. Ask for 20-21 school year, as we have mitigated most of the effect now.

Using out benchmark and district assessments such as ISIP and AimsWeb. Not using SBAC at this time due to pandemic.

We use classroom observations conducted by our principal now. These same tools could be used for this purpose.

use results from youth behavior risk survey

Use upcoming conference surveys and ask districts what would work best for them. Considering putting the questions in e-grants ARP application.
hire an FTE at the district to strictly work on collecting the data, handouts/emails to home
Please make it is as easy as possible for ALL, especially the students.
Integrating systems and limiting the number of entries required
focused review of data collected already, paying SMEs from districts this summer for a two-day facilitated retreat similar to Moodle Moot

8. In rank order, what are the topics of guidance, professional development, and/or technical assistance opportunities you would like the OPI to make available to districts? Drag and drop each option to rank each in order of relevance/importance.

#		Mean
14	Other	13.30
11	How to provide afterschool programs	9.48
9	How to conduct meaningful consultation with stakeholders	9.43
8	Writing LEA plans for the use of ARP ESSER plans	9.15
10	How to provide for summer learning and enrichment programs	8.74
6	Prevention and mitigation policies	8.22
12	Evidence-based strategies to assess loss of instructional time	7.91
7	Crafting safe return to in person and continuity plan	7.32
13	Providing social-emotional supports or strategies including place-based promising practices	6.33
3	Coordinate the use of ESSER and other state and federal funds	6.32
4	Acceptable use of ESSER funds	6.15
5	Sustaining safe operation of schools	5.81
2	Supporting a robust educator workforce	4.34
1	Staffing to support student needs	2.50

9. If you answered "Other" to the question above, please explain here.

Give LEA's the latitude and support to provide what they need to do.
Pay to bring elders from tribal communities into the school just to be there for culturally responsive community supports.
Can't rank, can only pick one.
Initial, Ongoing assistance for in-persib district and regional PD to assist in understanding personalized/proficiency based learning models that will work within school systems. Educate board members, communities, teachers, and students about what this is, what it looks like for student learning, and outcomes based on student academic gains and engagement on the students part for taking ownership for their learning.
The OPI was non-existent to schools during the pandemic. When schools were figuring this all out and returning to school on-site the OPI was not there for us. The OPI staff were very difficult to get in touch with by phone or email. Messages and emails were not replied to either at all or in a timely manner. There was no on-site support by the OPI even though we had teachers, staff, administration, and students in buildings. They weren't there for us when we needed them and now we likely don't need them; we have been in the trenches and have figured out what to do for our staff and students.
I think there may be a need for night classes or alternative schools for those who did not graduate this year and last year
Allow the OPI staff to continue to work with districts to help with reporting. The federal and state reporting has gotten out of hand.
What does place-based promising practices mean? You ask questions not everyone knows the meaning.
none, i don't need any changes. there fine just the way they are
does not apply to me
this test is confusing
they all are about school
I guess I don't understand this question.
How to teach and suport students of Trama and flexibility with the funds!
MBI - in Bozeman for teaching staff to get instruction AND emotional support. Mental health is becoming an issue, due to the "locked" down nature of the state.

MATTHEW M. ROSENDALE, SR.
MONTANA

1037 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3211

Congress of the United States
House of Representatives
Washington, DC 20515–2600

June 7, 2021

The Honorable Miguel A. Cardona
Secretary of Education
Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear Secretary Cardona,

Thank you for your leadership of the Department of Education. As our nation continues to reopen, it is imperative we ensure our children are receiving the highest-quality education.

I am writing to urge you to accept the Montana Office of Public Instruction's state plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund.

Since COVID-19 struck our nation nearly a year ago, schools have been forced to adapt to changing circumstances. Educators and administrators across Montana have quickly and effectively responded to the changing environment.

I am confident that the Montana Office of Public Instruction's state plan is the correct way forward and I fully support the plan. The plan will give control to local entities to make the most appropriate decisions to serve students in Montana schools.

We must work to get all of our students back in the classroom as soon as possible. The Montana Office of Public Instruction understands the unique challenges of getting students back in the classroom and ensuring they are able to continue to receive their education safely. I believe this state plan will best serve the students of Montana.

I urge you to approve Montana's state plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund. Thank you for your attention to this matter.

Sincerely,

Matthew Rosendale, Sr.
Member of Congress

PRINTED ON RECYCLED PAPER

STEVE DAINES
MONTANA

320 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-2651

United States Senate

COMMITTEES
BANKING
ENERGY AND NATURAL RESOURCES
FINANCE
INDIAN AFFAIRS

June 7, 2021

The Honorable Miguel Cardona
Secretary
U. S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Cardona,

I am writing to request you accept the Elementary and Secondary School Emergency Relief fund III (ESSER III) implementation plan from Montana's Office of Public Instruction (OPI) enclosed with this letter. As you are aware, Montana is the only state in the union offering a differentiated plan. Montanans believe that accountability and oversight works best at the local level and education officials intimately familiar with the situation on the ground in Montana are best equipped to educate Montana students.

The Montana ESSER III plan is comprehensive, emphasizes local control, and was constructed with extensive input from OPI's stakeholder engagement process. Critically, the plan provides flexibility, support, and resources to Montana schools; empowering local communities to find solutions that advance education. As a former superintendent, you know how important it is to have the necessary flexibility to best serve pupils in a specific district.

Thankfully, we are emerging from the COVID-19 pandemic. Throughout the last 14 months parents, teachers, and administrators across Montana's 403 districts have worked tirelessly to keep students engaged and learning. I trust you will accept this plan that puts students at the heart of reopening Montana schools. Thank you for your attention.

Sincerely,

Steve Daines

STEVE DAINES
United States Senator

Guidance on Facilitating LEA Requests for Effective Tribal Consultation

Compiled and Prepared

by

Montana Office of Public Instruction (OPI)

School Improvement and Innovation Department / Tribal Relations & Resiliency Unit

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"Let us put our minds together and see what life we can make for our children."
Sitting Bull

Guidance on Facilitating LEA Requests for Effective Tribal Consultation

Purpose:

The Tribal Relations and Resiliency Unit (TRRU) was developed to build relationships and understandings within the Office of Public Instruction (OPI) and Montana school districts to incorporate Tribal voice, share resources and build connections through consultation on matters affecting American Indian students. Consultation, as defined within the ESSA requirements, will work to create these opportunities for school districts and tribal leaders to work collaboratively for the benefit of our youth.

We have compiled the following best practices document and recommendations with the intent of providing interagency staff responsible for managing covered federal/state programs Guidance on Facilitating Local Education Agency (LEA) Requests for Effective Tribal Consultation.

As drafted by the US Department of Education bulletin dated September 2016, under ESSA Section 8538, consultation is intended to create opportunities for Local Education Agencies (LEAs) and tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process allows affected LEAs to gather input from Indian tribes and tribal organizations, to encourage relationships and collaboration that is a critical part of improving academic outcomes.

Background:

The consultation requirements outlined under section 8538 of the ESEA (reauthorized as ESSA) requires affected local educational agencies (LEAs) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs. This requirement is designed *"to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students."* The consultation must be done *"in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs"*.

An affected LEA is defined within the ESSA requirements, as a school district or system that have either fifty percent (50%) or more of its student enrollment

made up of AI/AN students; or received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeded $40,000, and which also educate American Indian/Alaska Native (AI/AN) students. Affected LEA's who meet these criteria are required to consult with local Indian tribes or tribal organizations prior to submitting a plan or application under covered ESEA (ESSA) formula grant programs.

Which Covered Programs Require Consultation:

The following is a list of current programs which require an affected LEA to consult with Indian tribes or tribal organizations prior to submitting either a plan or application for covered programs.

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

Scheduling and Sequencing of Tribal Consultation under ESSA Section 8538:

Affected LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs, to ensure an *"opportunity for . . . appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute"* to an LEA's plan (section 8538(a)).

The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. Given that tribes may receive multiple requests for consultation, LEAs are encouraged to consider arranging for informational meetings with Indian tribes or tribal

organizations in advance of the actual, formal consultation taking place. Facilitation of these, informal information gathering sessions should be arranged with the assistance of the SEA, and, through services provided by the Tribal Relations and Resiliency Unit working directly with the Tribal, Family and Community Liaison.

Meaningful Consultation:

In order to ensure that consultation is meaningful, a respectful relationship is essential. Education and understandings of SEAs, LEAs and Tribal Nations can ease misconceptions and build trust. Mutually valued protocol and procedure can provide positive experiences for our students, districts, tribe and state.

We will assist LEAs in the opportunity to receive timely input and feedback in collaboration with the Tribes on plans pertaining to ESSA covered programs. We will work with the Tribal nations, or those tribal organizations approved by the tribes located in the area served by the LEA to create opportunities for input, resource sharing and support for students.

We will support LEA's on issues or questions on which the LEA seeks tribal input, or support to draft plans, in advance of the actual consultation. As LEA's are mandated to initiate consultation prior to making a final decision on significant and substantive issues related to the content of the covered program plans, we can assist LEA's in providing written responses to all tribal input received during consultation to explain how tribal input was considered, and incorporated into the final application and plan.

Required Consultation Documentation Under ESSA Section 8538:

Under this section, each LEA must maintain in their records, for all State-administered ESEA programs, copies of documentation in the form of a current, written affirmation signed and dated by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes), demonstrating that the required consultation has occurred. If tribal officials do not provide such affirmation within a reasonable period, the LEA must forward to the SEA documentation confirming that consultation has taken place.

LEA Demonstration of Effective Tribal Consultation:

Documentation supporting the affected LEA's assertion that effective consultation has been completed between the LEA, tribe or tribal organization may include any of the following:

- A letter, memo, or email from the American Indian nation(s) and tribal communities or tribal organizations approved by the nations located in the area served by the LEA stating meaningful consultation occurred.
- A formal agreement or memorandum of understanding (MOU) between the entities describing their collaboration to support students who are American Indian.
- A work plan developed by the LEA and the American Indian nation(s) and tribal communities or tribal organizations approved by the nations located in the area served by the LEA to develop a formal agreement or MOU between the entities.
- ESSA LEA Plan consultation meeting minutes.

Combining Consultation in Conjunction with Required Tribal/Parent Involvement:

LEA's may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O'Malley program. An LEA may only do so, however, if the activity in question – i.e., the consultation – meets all of the requirements of each program. For example, an LEA may plan a public hearing or meeting with its local tribe regarding its education program generally in order to meet the Impact Aid requirements for Indian Policies and Procedures; that hearing with the tribe could incorporate the elements of the LEA's proposed plans under the covered programs, rather than hold a separate consultation event. The LEA can involve the local tribe or tribes in planning the best approach that satisfies the needs of the tribe(s) and the LEA in a time-effective manner, meeting the requirements of the various programs.

Determining the Necessity of Separate or Collective Consultation:

Where there are multiple tribes and a single LEA, the LEA may hold a consolidated consultation that includes all affected local tribes. Similarly, where there are multiple LEAs and one tribe, there is no federal prohibition against a joint

consultation held by several LEAs. In both cases the LEA must ensure that the tribe or tribes have a meaningful and timely opportunity to give input into an LEA's plans or applications.

Agency Facilitation in Accordance with ESSA Section 8538 Requirements:

To ensure all conditions outlined under ESSA Section 8538 (Tribal Consultation with LEA,s) are satisfied and that the OPI, as the SEA identified within ESSA, remains in alignment with stated requirements, the Tribal Relations & Resiliency Unit encourage agency level staff and personnel to observe the following recommended protocols in advising and supporting affected LEA's with respect to the best practices to be followed.

In order to facilitate the process of tribal consultation with OPI agency staff assisting LEA's, working in conjunction with the OPI Tribal Relations and Resiliency Unit and Director, who's primary responsibility as a liaison is to provide leadership, direction, facilitation and coordination with key stakeholders for K-12 programs related to Indian education and American Indian student achievement, we have developed a written request (see attached format) which can be submitted to the Tribal Relations and Resiliency Unit Director for review and guidance.

Once the request has been submitted by the LEA, working with and through the SEA for review by the Tribal Relations and Resiliency Unit, the following actions will be initiated:

- Unit Director/Liaison will acknowledge receipt of the request
- A reasonable period should be allowed following the submission of the initial request from the LEA for receipt of a response from the Unit Director
- Unit Director/Liaison will identify the appropriate tribal staff, department or tribal organization that is authorized to participate in the consultation process and initiate contact with the appropriate tribe, or tribal organization, along with providing that contact information to the LEA
- Unit Director/Liaison will facilitate the LEA's request for both an informal or informational conversation with the appropriate tribal staff, department or tribal organization, along with providing additional direction on the next

steps for both LEA's and tribes or tribal organizations with the intent of facilitating the formal consultation process

- Unit Director/Liaison will work directly with both the LEA and tribe or tribal organization to complete an effective and meaningful formal consultation process to benefit students and advance relationships where needed
- When consultation is complete, the LEA can provide confirmation through supporting documentation to the Unit Director/Liaison, tribe or tribal organization, identifying the outcomes of the consultation process including specific components of the covered program plan that reflect the recommendations provided through the tribal consultation process

As a team within OPI, we can provide LEA's and Tribal Nations the appropriate guidance and support required by ESSA. We will build a collaborative foundation to consistently schedule consultation on an annual basis with hopes to better relationships, share resources and support services for the betterment of the American Indian students. When schools and communities work together, students benefit.

Request to Initiate Tribal Consultation in Compliance with ESSA Section 8538

LEA: _____

Name & Title: _____

Affected Program(s): _____

Tribal Community or Organization(s): _____

OPI Department, Unit or Office (SEA): _____

Date: _____

Description of Consultation Sought:

_____
_____
_____
_____
_____
_____
_____
_____
_____

This request affirms that the interagency unit, department or office staff and/or personnel identified herein have assisted the affected LEA with the submission of a formal request to the Director of the OPI Tribal Relations and Resiliency Unit in compliance with the requirements for tribal consultation, as set forth under Section 8538 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act ESSA, to initiate the required consultation process between the tribe, tribal organization and affected LEA.

Date Received: _____

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406.444.5643
In-State Toll-free: 1.888.231.9393
TTY Users: 406.444.0235
opi.mt.gov

Montana Office of Public Instruction

ARPA Internal Control and Subrecipient Monitoring Plan

Introduction

The State of Montana received an award of $382,019,236 from the American Recovery and Reinvestment Act (ARPA). The Montana Office of Public Instruction (OPI) has elected to reserve 10% of the award, $38,201,924 as allowed under the terms of the grant. The OPI will use 0.5%, or $1,910,096 for administrative costs related to the ARPA award and the OPI has kept $36,291,828 in reserve for focused uses as appropriated by the State Legislature in HB632. The remainder of the SEA Reserve will be granted to schools, so the total distribution of the Montana ARPA award is as follows:

Fund Use	**Budget**
Allocation of 90% using Title I awards	343,817,312
Ensure minimum award of $10,000 per school	3,400,000
Allocation to Other Educational Institutions	120,000
Education Leadership in Montana	555,234
OPI Data Base Modernization	5,475,248
State Loss of Instructional Time	19,100,962
State Summer Enrichment	3,820,192
State Afterschool School Programs	3,820,192
Administrative Costs	1,910,096
TOTAL	**382,019,236**

Internal Control Plan

Management Structure. The following personnel will be involved with the management of the ESSSER grant:

Jeff Kirksey, Program Manager – Responsible for overall grant management, creating the risk assessment matrix of subrecipients, approval of subrecipient applications including budget proposals, review of cash draws for subrecipients classified as "risky", communication of grant requirements to public school stakeholders, monitoring of "risky" subrecipients, program reporting.

Jay Phillips, Centralized Services Division Administrator – Oversees development of E-grants modules to support the grant, approval process for cash draw requests submitted by subrecipients, management of accounting systems to preserve auditable documents for transactions, cash management of grant

funds drawn from G5 as needed, establishment of fiscal internal controls for management of funds, fiscal reporting

Jack O'Connor, Title I Director – Responsible for managing data collection for nonpublic school enrollment, serves as the nonpublic school Ombudsman for Montana, and supports and advises on all equitable share issues.

Mindi Askelson, **E-grants System Analyst** – Administrative position funded by the grant to provide direct support of all E-Grants processes and design E-grants improvements to improve usability and ease of access for subrecipients.

Barb Quinn, Budget Analyst – Responsible for processing ARPA GANS, obtain and manage spending authority from the State Office of Budget Program Planning, and provide financial analysis support for the grant.

Catlin Clifford, Grant Accountant – Responsible for processing approved payments to subrecipients in the agency accounting system and responding to subrecipient questions.

Grants Management System

A grant module was added to E-grants to support the ARPA award. The process flow is as follows:

- Award amounts are loaded for each LEA.
- Each LEA creates an application that includes sections for equitable share calculation, budget proposal, certification of compliance with requirements of this grant and Uniform Guidance, a statement for plans to comply with GEPA 427.
- The application is submitted by the LEA's authorized representative, a role within each LEA with authority to agree to grant requirements.
- The application is reviewed by the Program Manager with special attention given to
    - Equitable share calculation is reasonable
    - Budget amounts are reasonable and uses of the funds meet ARPA requirements, and
    - The GEPA 427 statement is reasonable.
- Any deficiencies are documented and the application is returned to the LEA for revision.
- When there are no deficiencies, the Program Manager approves the application.
- The LEA files a cash request that details the budget area and specific use of the funds.
- Cash requests for "risky" subrecipients are routed to the Program Manager for initial review.
- Approved "risky" cash requests and all "not risky" cash requests are routed to the Grant Accountant for review and final approval.
- Approved cash requests are paid once per month.

A description of standard fiscal controls for all OPI federal grants is attached as **Appendix A**.

Montana Office of Public Instruction

ARPA Internal Control and Subrecipient Monitoring Plan

Risk Assessment and Mitigation

2 C.F.R. 200.331(b) states an SEA must evaluate *each* subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring which may include consideration of such factors as:

1) The subrecipient's prior experience with the same or similar subawards;
2) The results of previous audits, including whether or not the subrecipient receives an A-133 Single Audit in accordance with Subpart F-Audit Requirements of the Uniform Grant Guidance and the extent to which the same or similar subaward has been audited as a major program;
3) Whether the subrecipient has new personnel or new or substantially changed systems; and
4) The extent and results of Federal awarding agency monitoring (e.g., if the subrecipient also receives Federal awards directly from a Federal awarding agency).

OPI Responsibility:

- Each Senior Manager, Director, Chief Program Officer and Deputy Superintendent has the responsibility to ensure risk assessments are completed for each federal grant managed in their area of responsibility.
- Each federal Grant Manager has the responsibility to conduct a risk assessment when grants are either awarded (competitive) or allocated (formula) and to implement special grant conditions where appropriate. The Grant Manager also has the responsibility to keep on file the documents used for the risk assessment and the resulting special conditions.
- The School Finance School Auditor has the responsibility to review all subrecipient audits and assign a financial risk status for each.
- The Centralized Services Administrator has the responsibility to review the results of the risk assessment and implementing any special conditions prior to distributing funds to subrecipients.

Financial Risk Assessment:

- The OPI School Auditor has the responsibility to maintain a list of all LEAs and the most recent risk rating of each and to make this list available to all grant managers.
- Upon the request of a Grant Manager, the OPI School Auditor will review audits of non-LEAs and assign a financial risk rating.
- Upon the request of a Grant Manager or the Centralized Services Administrator the OPI School Auditor will recommend special conditions that will mitigate the financial risk of an entity. The Centralized Services Administrator will assign

special conditions based on audit findings and recommendation of OPI School Auditor.
- Annually, the OPI School Auditor will do a search of the Federal Audit Clearinghouse for audits of OPI subrecipients that occur because of awards made directly to the subrecipient.

Risk Assessment Process

- The Grant Manager will conduct a risk assessment prior to awarding or allocating grants to subrecipients. Prior to the risk assessment, the Grant Manager will assemble the following items for each potential subrecipient:

    - Funding Level – Risk factors associated with funding level.
    - Prior experience – A notation of any issues that have been observed in achieving the goals of the grant in prior years.
    - Financial Risk Assessment – Obtained from the School Auditor, possible ratings are High Risk, Watch, Pass, and Not Rated.
    - Management Changes - Whether the subrecipient has new personnel or new or substantially changed systems. In a case where an LEA hires a superintendent, for example, the new individual's prior experience may be considered as a mitigating factor to risk.
    - Federal Monitoring – Program Manager will consider any results of Federal agency audits.

- The Grant Manager and possibly other members of the grant team will meet to review the items above for each potential subrecipient and rate each subrecipient as "Risky", "Watch", or "Pass".
- For each subrecipient rated as "Risky". The review team will determine appropriate special conditions that may include but are not limited to:

    - A review with the subrecipient management of the reasons for the rating and plans to mitigate.
    - Additional desk or site monitoring in addition to the regular cycle for the grant.
    - Additional requirements for funds disbursement such as requiring invoices or other documents for cash disbursements.

- The Grant Manager will document risk results and special conditions for each LEA on the Risk Assessment Summary. Upon completion of the Risk Assessment Summary the Overall Assessment Committee will review, determine overall assessed level of risk, and approve risk level.
- For subrecipients identified as "Risky" on the Risk Assessment Summary, recommendation of risk status and special conditions will be forwarded to the Risk Committee and the Superintendent for risk level approval.

Montana Office of Public Instruction

ARPA Internal Control and Subrecipient Monitoring Plan

- The grant award notice sent to the subrecipient must include the risk rating and any special conditions attached to the award as well as notice of the process for appeal.
- The Centralized Services Administrator will implement any fiscal special conditions noted in regards to processing of payments.
- The Grant Manager will implement special conditions not related to payment processing.

Subrecipient Monitoring Plan

Due to the continued presence of COVID-19 in Montana, the OPI has instituted a policy of not traveling to an LEA site unless requested to do so by the LEA Superintendent. Therefore, the monitoring plan does not include any site visits at this time. Instead, the OPI will rely on the equivalent of desk audits for monitoring.

LEAs classified as "risky" will receive a desk audit annually by the Program Manager. The remaining LEAs will receive desk audits based on random sample methodology. All desk audits at a minimum will include the following:

- Detailed documentation of one month's expenditures, reconciling LEA accounting system transactions with cash draws to supporting documents.
- Status of corrective actions from last budget.
- Inventory of any equipment purchased with grant funds.
- Discussion of provision of equitable share services.
- Discuss plans for remaining grant funds.

Cash Request Process

- Requests for reimbursement are submitted monthly to the OPI by subrecipients. Requests are compared to the approved budget to ensure activity is in alignment with allowable costs. In the event there is potential unallowable activity, requests are rejected with a request to provide more information or supporting documentation to justify cost. The cash review process is a monthly fiscal activity monitoring activity that gives OPI assurance over expended funds.

Current Capacity

- Currently the Program Manager administers monitoring of subrecipients. Current capacity is sufficient to complete desk audits using the above methodology. Increased needs in capacity will be assessed once the level of "risky" subrecipients is identified and post first year of desk audits. In the event additional monitoring is needed to ensure compliance with applicable regulations OPI will seek additional resources as appropriate.
- OPI will provide continued technical assistance to subrecipients based on identified need during desk audits or through general interactions with subrecipients.

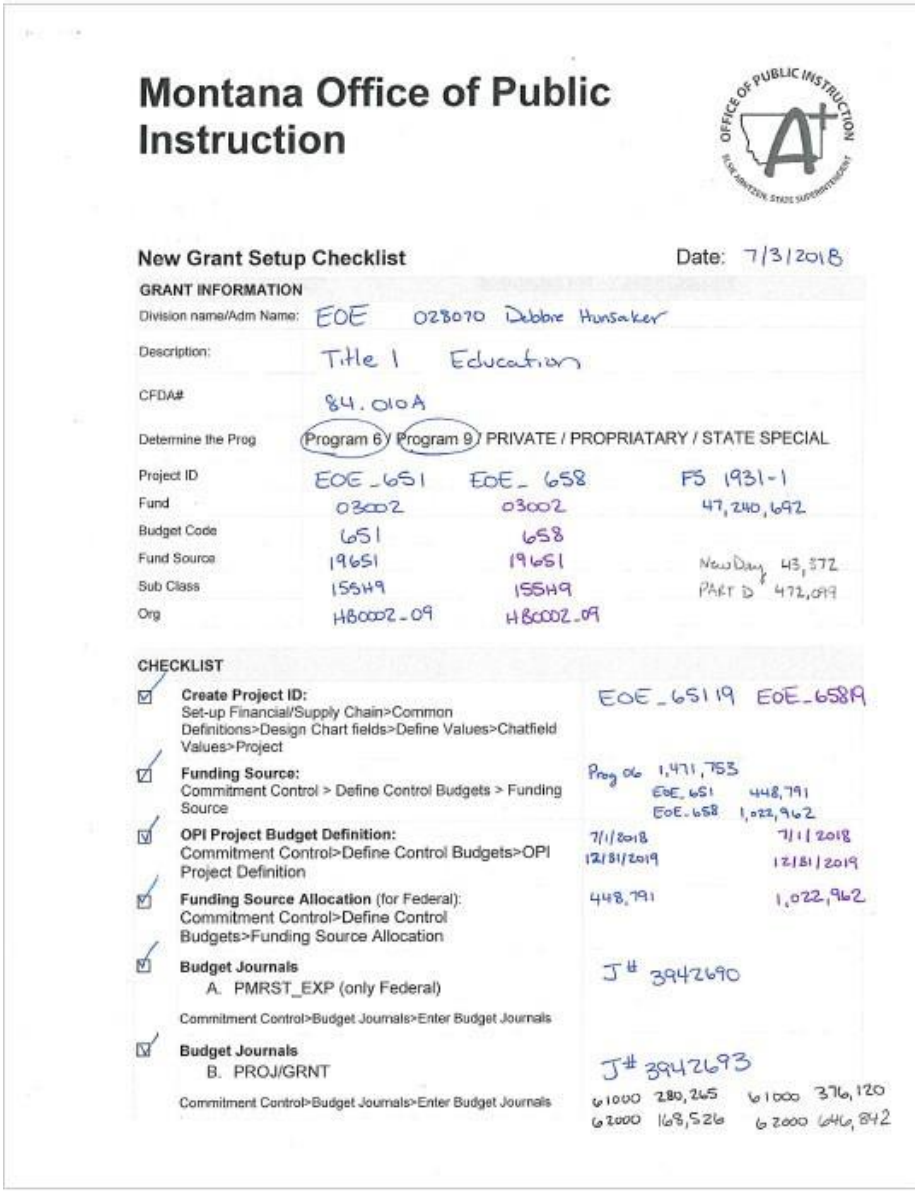
APPENDIX A

Does the SEA have standardized, documented procedures for accounting for Federal funds and Does the SEA's accounting system allow for the identification of award amounts, authorizations, obligations, subaward amounts, and unobligated balances for each federal award?

OPI utilizes the state of Montana's approved accounting system (SABHRS) to complete all fiscal activity for state and federal funding. SABHRS allows OPI to manage state and federal funds from initial budget setup, tracking of expenditures, and extraction of fiscal data for applicable reporting.

When OPI receives the current years funds (GAN) the funds are allocated based on the requirements of the grant (i.e. Admin, Set Asides, Flow through, etc). To setup budgets in SABHRS the OPI Budget Analyst utilizes the New Grant Setup Checklist to ensure all applicable steps are completed in setting up allocations. OPI utilizes "project ID's" for each type of funding source to ensure funding is expended within the applicable budget period and incurred expenditures are accurately reported at the state level. Use of project ID's allows OPI to separately track funds expended for administration (Personal Services and Operating) of the program and those funds which are sub-granted (Flow through).

Example New Grant Setup Checklist



Montana Office of Public Instruction

New Grant Setup Checklist Date: 7/3/2018

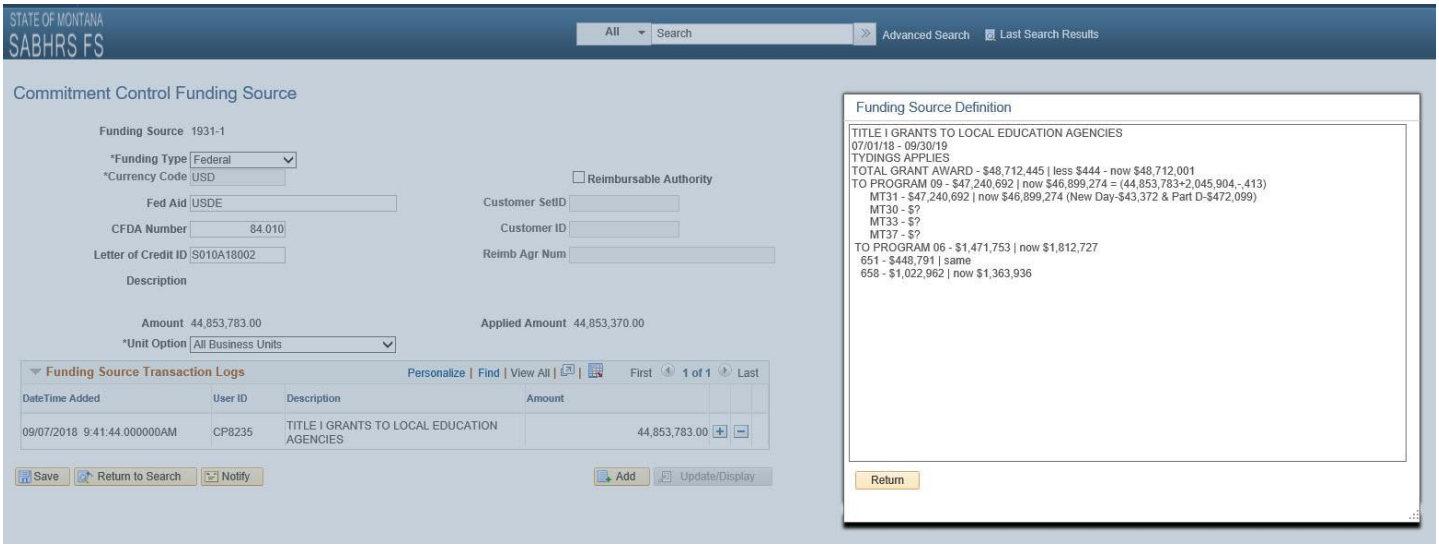
GRANT INFORMATION

Division name/Adm Name:	EOE 028070 Debbie Hunsaker		
Description:	Title 1 Education		
CFDA#	84.010A		
Determine the Prog	(Program 6) / (Program 9) / PRIVATE / PROPRIATARY / STATE SPECIAL		
Project ID	EOE_651	EOE_658	FS 1931-1
Fund	03002	03002	47,240,692
Budget Code	651	658	
Fund Source	19651	19651	NewDay 43,572
Sub Class	15SH9	15SH9	PART D 472,099
Org	HB0002-09	HB0002-09	

CHECKLIST

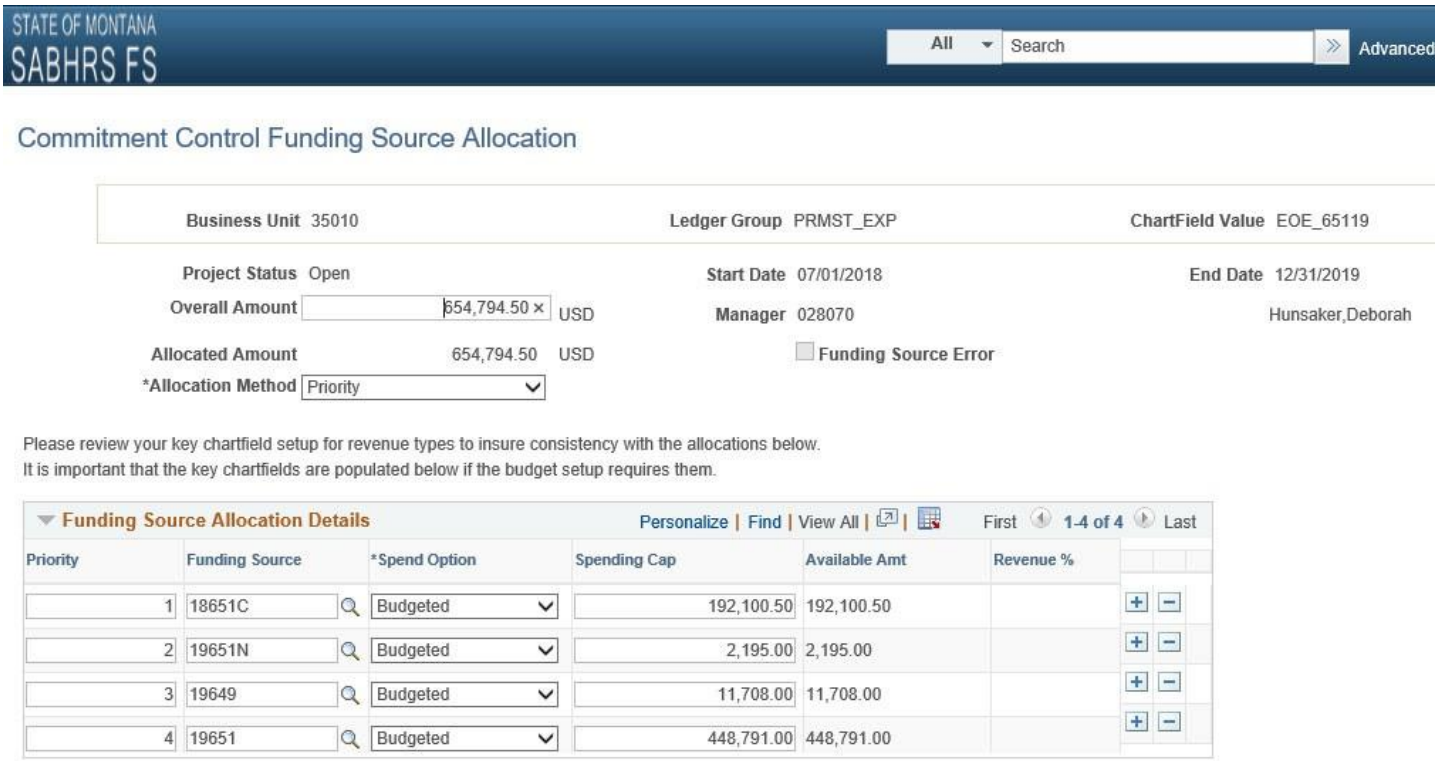
☑	**Create Project ID:** Set-up Financial/Supply Chain>Common Definitions>Design Chart fields>Define Values>Chatfield Values>Project	EOE_65119 EOE_6589
☑	**Funding Source:** Commitment Control > Define Control Budgets > Funding Source	Prog 06 1,471,753 EOE_651 448,791 EOE_658 1,022,962
☑	**OPI Project Budget Definition:** Commitment Control>Define Control Budgets>OPI Project Definition	7/1/2018 7/1/2018 12/31/2019 12/31/2019
☑	**Funding Source Allocation** (for Federal): Commitment Control>Define Control Budgets>Funding Source Allocation	448,791 1,022,962
☑	**Budget Journals** A. PMRST_EXP (only Federal) Commitment Control>Budget Journals>Enter Budget Journals	J# 3942690
☑	**Budget Journals** B. PROJ/GRNT Commitment Control>Budget Journals>Enter Budget Journals	J# 3942693 61000 280,265 61000 376,120 62000 168,526 62000 646,842

Example Budget Setup Page in SABHRS



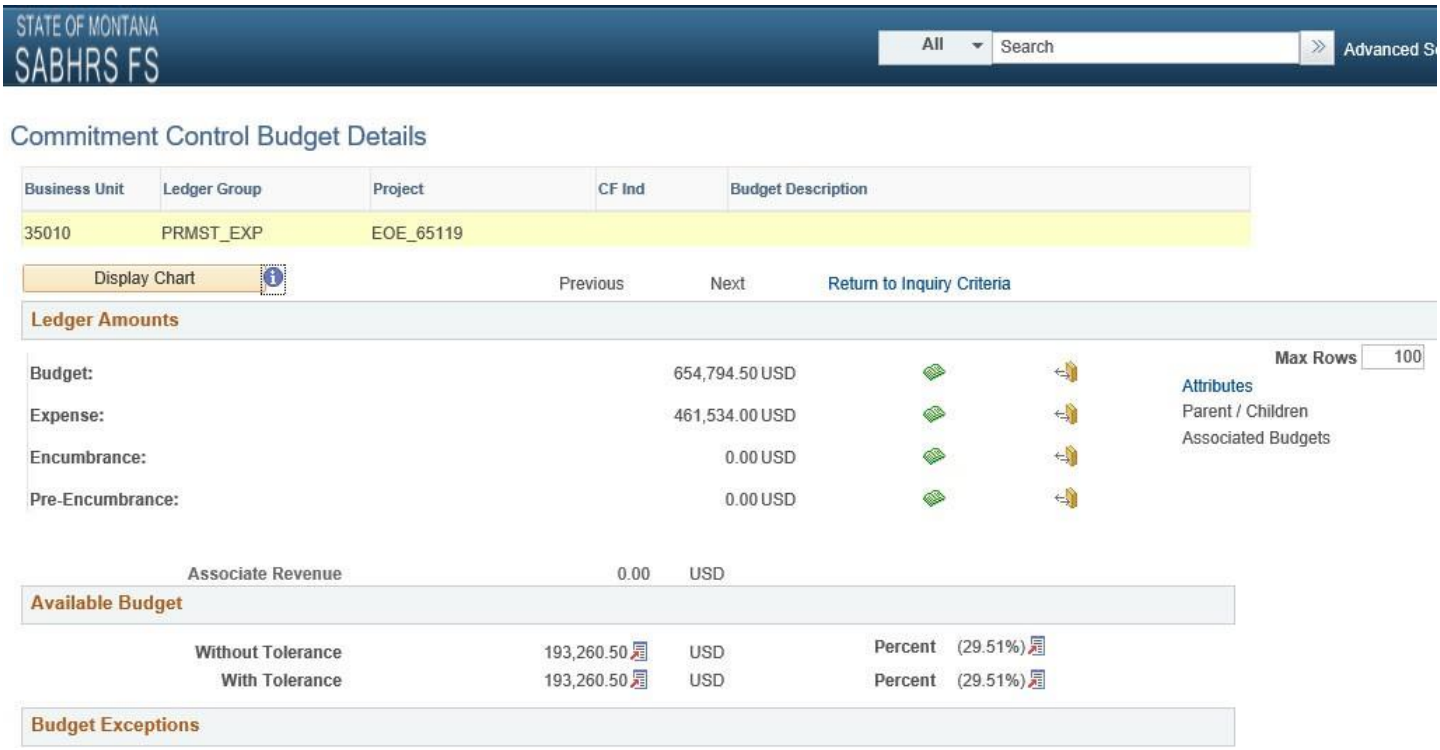
Note: This is the initial setup of the funding source which is then allocated into the individual programs. This applies the entire grant amount available for allocation.

Example individual program ID setup in SABHRS



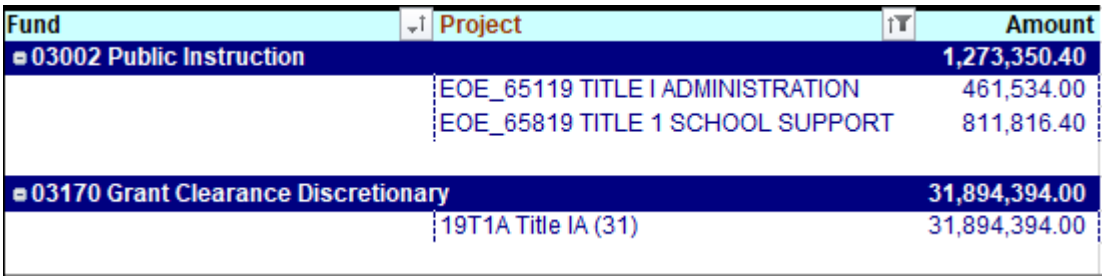
Note: This sets up the available amount for the individual program that is allocated from the overall granted funds above.

Example Budget Detail in SABHRS



Note: This presents the program amount allocated above. This screen presents the "cap" on the funds which as stated can not be exceeded and ensures program funds allocated are not over expended.

Example Project ID's in SABHRS



Note: OPI utilizes various "funds" to account for the different types of funding received. The use of these funds are required and utilized across all state agencies to meet Governmental Accounting standards. Fund 03002 is used by OPI to account for federal state level administrative activity and fund 03170 is used to account for sub-granted federal funds.

EOE_651xx – These are funds used for administering the program which includes personal services and operational expenses. First three numbers represent the "ID" assigned for those programs funds and last two numbers of the project ID designate the program year funding. This program year designator ensures OPI can track program expenses over several state fiscal years as one federal year crosses two state fiscal years.

xxTIA – These are funds sub-granted to LEA's within the state. The first two numbers of the project ID designate the program year of funding.

In addition to the use of SABHRS for the tracking of program expenses at the state level, OPI has a Grants Management System (E-grants) which is used in the sub-granting process (Flow through). E-Grants serves as a centralized system which tracks the sub-granting of funds from initial application, monthly grantee cash requests, and final expenditure reports.

The following screen shot is from E-grants which shows several funding sources for a grantee. As presented, the E-grants system allows OPI and the grantee to track the allocated/awarded amount and total expended, including carryover as applicable.

	TitleIA	Schoolwide	TitleIIA	TitleIII	TitleVIB
Current Year Funds					
Allocation	$443,514	$0	$95,321	$0	$33,732
ReAllocated (+)	$0	$0	$0	$0	$0
Released (-)	$0	$0	$0	$0	$0
Total Current Year Funds	$443,514	$0	$95,321	$0	$33,732
Prior Year(s) Funds					
Carryover (+)	$44,094	$0	$0	$0	$6,419
ReAllocated (+)	$0	$0	$0	$0	$0
Total Prior Year(s) Funds	$44,094	$0	$0	$0	$6,419
Sub Total	$487,608	$0	$95,321	$0	$40,151
Multi-District					
Transfer In (+)	$0	$0	$0	$0	$0
Transfer Out (-)	$0	$0	$0	$0	$0
Administrative Agent					
Adjusted Sub Total	$487,608	$0	$95,321	$0	$40,151

State level administration of sub-granted funds in relation to cash management and allowability is also completed through E-grants. Each grantee is required to submit a budget which breaks out use of granted funds by specified categories (personal services, operational, equip, etc). These categories are utilized across all grant programs and are the basis for local level reporting. Incurred expenses by the grantee are presented in “cash requests” which are reviewed and approved by OPI Grant Accountants. Accountants review the cash requests and compare the activity to the approved budget. Accountants also consider general allowability regulations as defined in 34 CFR Part 200 and program specific regulations provided by the applicable federal cognizant agency.

The following screen shot from E-grants presents an example of the category specific expenses grantees utilize in expending program funds.

Topic 1:Improving Academic Achievement

Purpose Category	100 Personal Service-Salaries	200 Employee Benefits	300 Purchased Professional and Technical	400 Purchased Property Services	500 Other Purchased Services	600 Supplies	700 Property & Equipment	800 Other Objects	Total TitleVIB Funds	Delete Row
10-Instruction	0	0	0	0	0	33732	0	0	$33,732	
	0	0	0	0	0	0	0	0	$0	
	0	0	0	0	0	0	0	0	$0	
Sub Total	$0	$0	$0	$0	$0	$33,732	$0	$0	$33,732	

Create Additional Entries

TOTALS	$0	$0	$0	$0	$0	$33,732	$0	$0	$33,732	

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	200	300	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	$0	$0	$0	$0	$0	$33,732	$0	$0	$0
Current Budgeted Amounts by Object Code	$0	$0	$0	$0	$0	$33,732	$0	$0	$0

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$33,732	(F) Total budgeted above	$33,732
(B) Budgeted Property and Equipment Cost (Object 700)	$0	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	$33,732	(H) Total Budget (F+G)	$33,732
(D) Indirect Cost Rate %	0.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	$0	Allocation Remaining (A-H)	$0

E-grants produces various reports which are utilized at the state level to ensure funds are expended in the applicable program year. The following report reflects grantee level appropriations in comparison to current year expenditures. The lower portion of the report reflects each program years funding and balances. Previous and current year balances are closely monitored to ensure funds are expended with the program period which ensures period of availability provisions are met.

Payment Funding Stream Summary

Run Date: 9/2/2019 10:45:41AM

Program: Title I A - Basic

Year: 2019

LE Number	LE Name	Reportng Category Year	LE Amount	LE Transfers	Total	Payment	Paid Under Other Program	Balance
0000000	OPI - Office of Public Instruction - 00							
		2017	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
		2018	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
		2019	$134,651.00	$0.00	$134,651.00	$0.00	$0.00	$134,651.00
		District Total	$134,651.00	$0.00	$134,651.00	$0.00	$0.00	$134,651.00
0010003	Grant Elem - 00							
		2019	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
		District Total	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
0010005	Dillon Elem - 00							
		2018	$3,707.00	$0.00	$3,707.00	$3,707.00	$0.00	$0.00
		2019	$194,368.00	$0.00	$194,368.00	$165,688.00	$0.00	$28,680.00
		District Total	$198,075.00	$0.00	$198,075.00	$169,395.00	$0.00	$28,680.00
0010006	Beaverhead County H S - 00							
		2018	$3,698.00	$0.00	$3,698.00	$3,698.00	$0.00	$0.00
		2019	$45,336.00	$0.00	$45,336.00	$45,334.00	$0.00	$2.00
		District Total	$49,034.00	$0.00	$49,034.00	$49,032.00	$0.00	$2.00

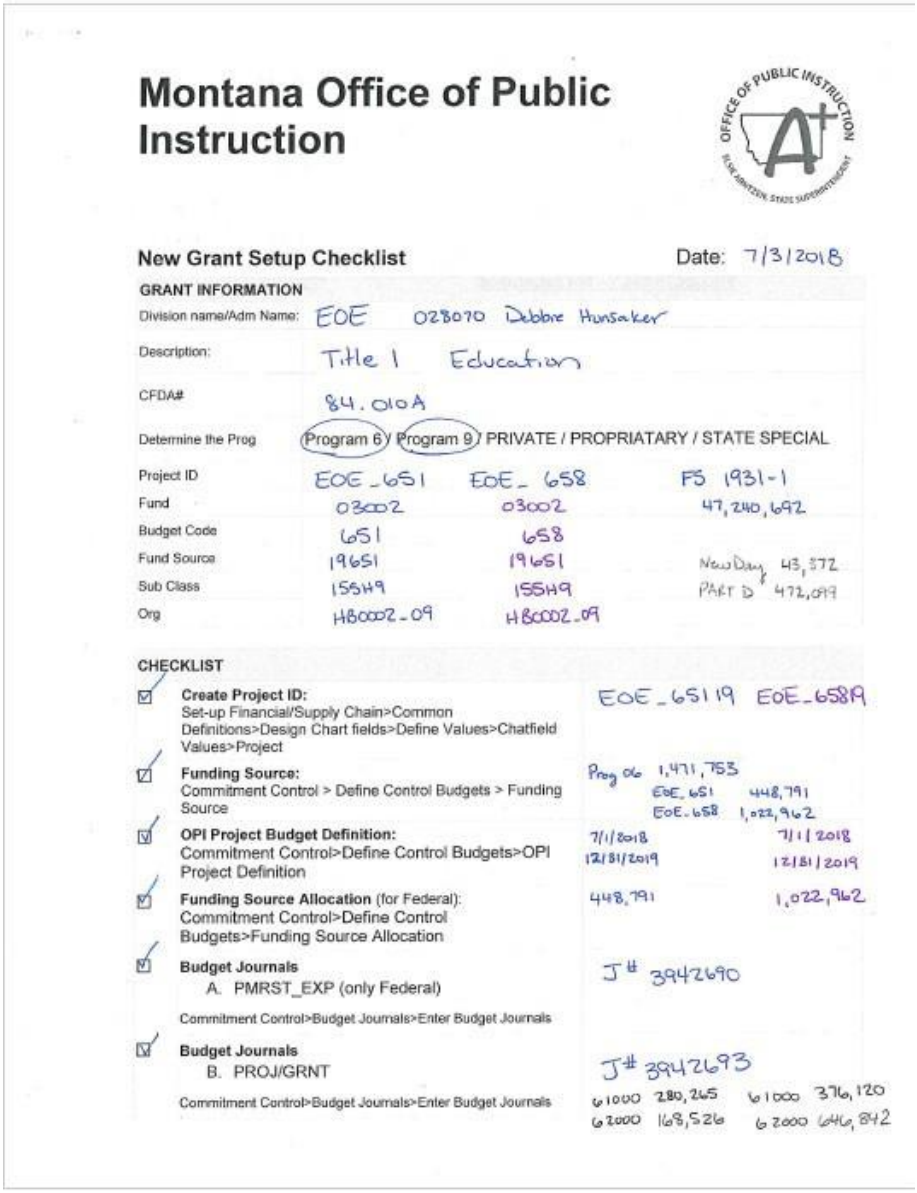
APPENDIX A

Does the SEA have standardized, documented procedures for accounting for Federal funds and Does the SEA's accounting system allow for the identification of award amounts, authorizations, obligations, subaward amounts, and unobligated balances for each federal award?

OPI utilizes the state of Montana's approved accounting system (SABHRS) to complete all fiscal activity for state and federal funding. SABHRS allows OPI to manage state and federal funds from initial budget setup, tracking of expenditures, and extraction of fiscal data for applicable reporting.

When OPI receives the current years funds (GAN) the funds are allocated based on the requirements of the grant (i.e. Admin, Set Asides, Flow through, etc). To setup budgets in SABHRS the OPI Budget Analyst utilizes the New Grant Setup Checklist to ensure all applicable steps are completed in setting up allocations. OPI utilizes "project ID's" for each type of funding source to ensure funding is expended within the applicable budget period and incurred expenditures are accurately reported at the state level. Use of project ID's allows OPI to separately track funds expended for administration (Personal Services and Operating) of the program and those funds which are sub-granted (Flow through).

Example New Grant Setup Checklist



Montana Office of Public Instruction

New Grant Setup Checklist Date: 7/3/2018

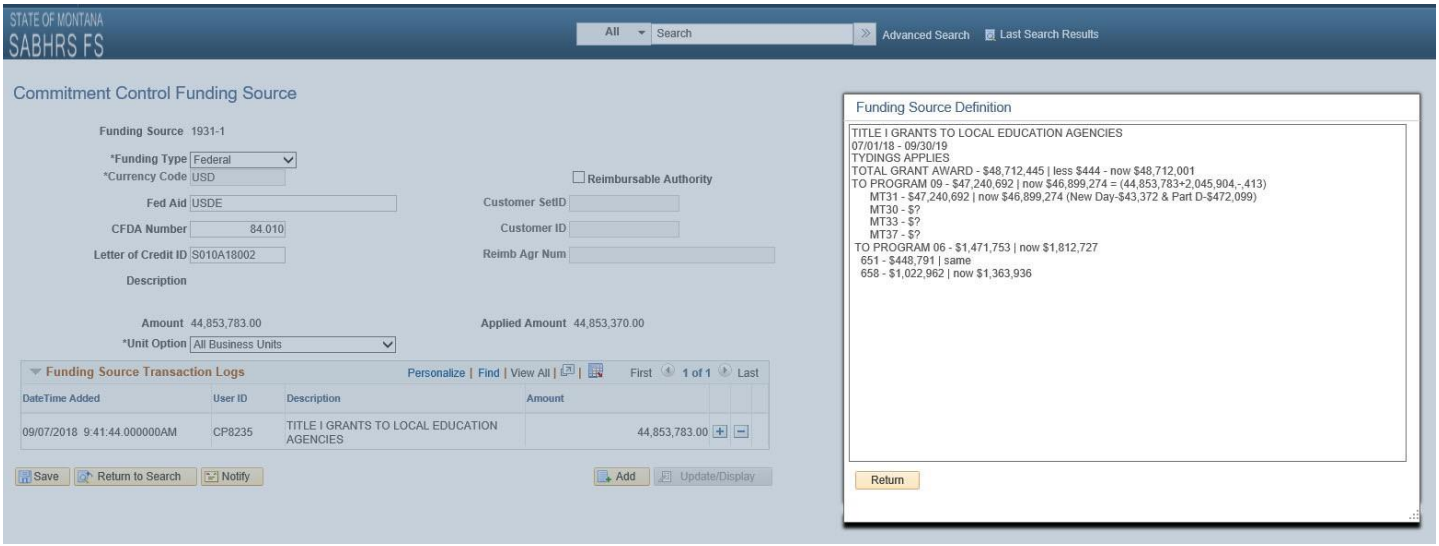
GRANT INFORMATION

Division name/Adm Name:	EOE 028070 Debbie Hunsaker		
Description:	Title 1 Education		
CFDA#	84.010A		
Determine the Prog	(Program 6) / (Program 9) / PRIVATE / PROPRIATARY / STATE SPECIAL		
Project ID	EOE_651	EOE_658	FS 1931-1
Fund	03002	03002	47,240,692
Budget Code	651	658	
Fund Source	19651	19651	NewDay 43,572
Sub Class	15SH9	15SH9	PART D 472,099
Org	HB0002-09	HB0002-09	

CHECKLIST

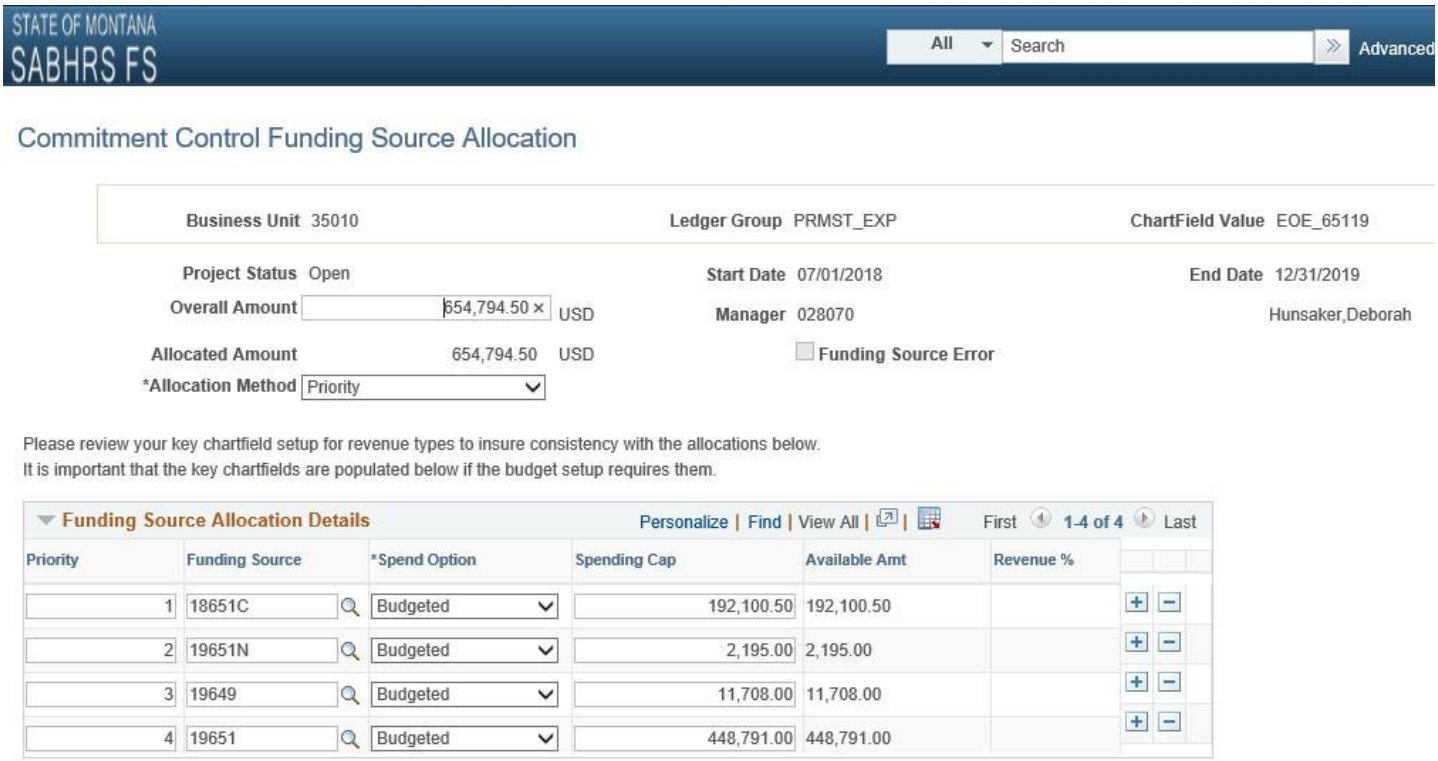
☑	**Create Project ID:** Set-up Financial/Supply Chain>Common Definitions>Design Chart fields>Define Values>Chatfield Values>Project	EOE_65119 EOE_6589
☑	**Funding Source:** Commitment Control > Define Control Budgets > Funding Source	Prog 06 1,471,753 EOE_651 448,791 EOE_658 1,022,962
☑	**OPI Project Budget Definition:** Commitment Control>Define Control Budgets>OPI Project Definition	7/1/2018 7/1/2018 12/31/2019 12/31/2019
☑	**Funding Source Allocation** (for Federal): Commitment Control>Define Control Budgets>Funding Source Allocation	448,791 1,022,962
☑	**Budget Journals** A. PMRST_EXP (only Federal) Commitment Control>Budget Journals>Enter Budget Journals	J# 3942690
☑	**Budget Journals** B. PROJ/GRNT Commitment Control>Budget Journals>Enter Budget Journals	J# 3942693 61000 280,265 61000 376,120 62000 168,526 62000 646,842

Example Budget Setup Page in SABHRS



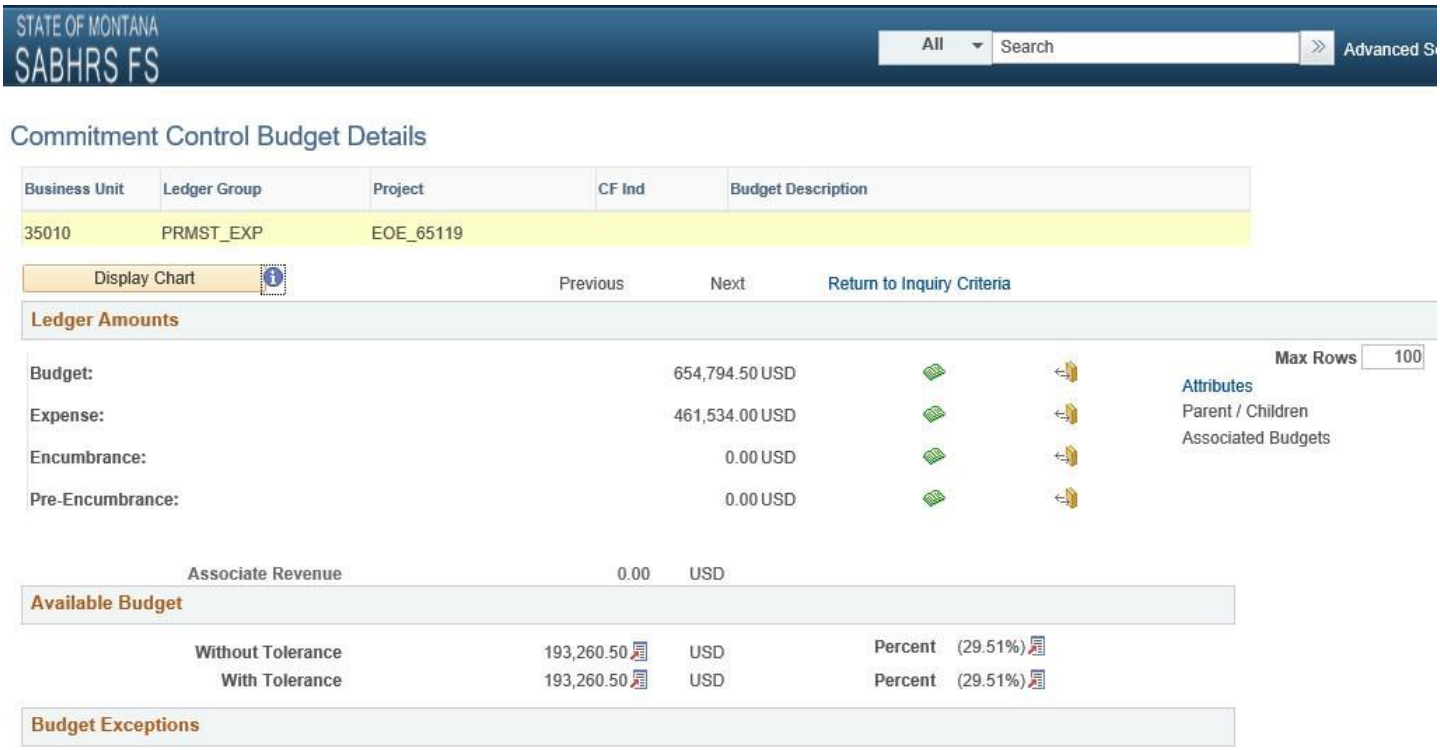
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Example individual program ID setup in SABHRS



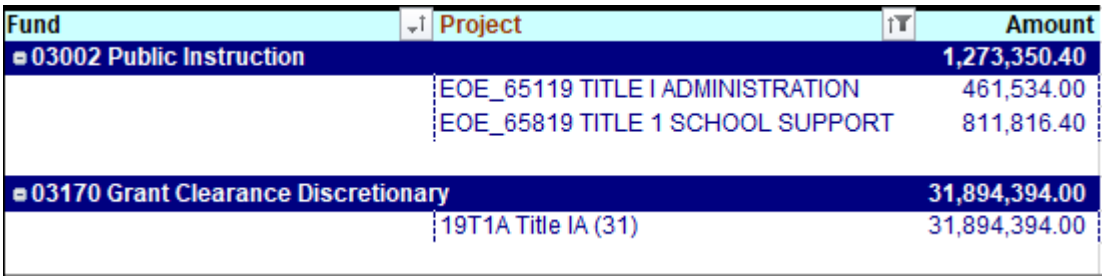
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Example Budget Detail in SABHRS



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10-Instruction	0	0	0	0	0	33732	0	0	$33,732	
	0	0	0	0	0	0	0	0	$0	
	0	0	0	0	0	0	0	0	$0	
Sub Total	$0	$0	$0	$0	$0	$33,732	$0	$0	$33,732	

Create Additional Entries

TOTALS	$0	$0	$0	$0	$0	$33,732	$0	$0	$33,732	

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	100	200	300	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	$0	$0	$0	$0	$0	$33,732	$0	$0	$0
Current Budgeted Amounts by Object Code	$0	$0	$0	$0	$0	$33,732	$0	$0	$0

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$33,732	(F) Total budgeted above	$33,732
(B) Budgeted Property and Equipment Cost (Object 700)	$0	(G) Budgeted Indirect Cost	0
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(E) Maximum Indirect Cost (C*(D/1+D))	$0	Allocation Remaining (A-H)	$0

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		2018	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
		2019	$134,651.00	$0.00	$134,651.00	$0.00	$0.00	$134,651.00
		District Total	$134,651.00	$0.00	$134,651.00	$0.00	$0.00	$134,651.00
0010003	Grant Elem - 00							
		2019	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
		District Total	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
0010005	Dillon Elem - 00							
		2018	$3,707.00	$0.00	$3,707.00	$3,707.00	$0.00	$0.00
		2019	$194,368.00	$0.00	$194,368.00	$165,688.00	$0.00	$28,680.00
		District Total	$198,075.00	$0.00	$198,075.00	$169,395.00	$0.00	$28,680.00
0010006	Beaverhead County H S - 00							
		2018	$3,698.00	$0.00	$3,698.00	$3,698.00	$0.00	$0.00
		2019	$45,336.00	$0.00	$45,336.00	$45,334.00	$0.00	$2.00
		District Total	$49,034.00	$0.00	$49,034.00	$49,032.00	$0.00	$2.00

Default Question Block

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.

Block 2

Please choose your county and district from the dropdown.

County

District

Who is submitting this form?

Please indicate your role in the district.

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

What is your official school district email address?

What is your school district phone number?

Block 8

1. School District-Identified Priorities

Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

- [ ] Priority 1

- [ ] Priority 2

- [ ] Priority 3

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.

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)

Block 9

2. Meaningful Consultation

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

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

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

- [ ] Webinars
- [ ] Public meetings
- [ ] Website
- [ ] Media
- [ ] Social media
- [ ] Email
- [ ] [ ] Other (please identify in the box below)

Block 1

3. Goals

Goal Action Plan:

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

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

- [ ] Math Goal

- [ ] ELA Goal

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

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

- [ ] ELA Goal Strategies, Actions, Timelines, and Assignments

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

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

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

- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Hispanic
- [ ] MultiRacial
- [ ] White
- [ ] Free and Reduced Lunch
- [ ] Homeless
- [ ] Students with Disabilities
- [ ] None

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

- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Hispanic
- [ ] MultiRacial
- [ ] White
- [ ] Free and Reduced Lunch
- [ ] Homeless
- [ ] Students with Disabilities

☐ None

Describe your Math goal for each identified student group.

Describe your ELA goal for each identified student group.

Describe your Other goal for each identified student group.

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.

Block 13

4. Coordinating Funds

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

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

- ○ Yes
- ○ No

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

- ☐ Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- ☐ Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
- ☐ Title I, Part C of the ESEA (Education of Migratory Children)
- ☐ Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- ☐ Title II, Part A of the ESEA (Supporting Effective Instruction)
- ☐ Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)
- ☐ Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- ☐ Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- ☐ Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
- ☐ McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
- ☐ Carl D. Perkins Act Career and Technical Education Act
- ☐ IDEA, Part B (Excess costs of providing FAPE)
- ☐ IDEA, Part B (Coordinated Early Intervening Services)
- ☐ Workforce Innovation and Opportunity Act

Block 10

5. Creating Safe and Healthy Learning Environments

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

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

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

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.

Block 10

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.

Block 7

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

- [ ] Extended learning time
- [ ] Tribal/community engagement
- [ ] Wraparound academic/health/social services
- [ ] SEL learning supports
- [ ] Evidenced-based curriculum
- [ ] Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- [ ] Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- [ ] Accelerating learning through instructional approaches:Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.

- [ ] Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- [ ] Access to and effective use of technology
- [ ] Engaging families in digital learning training and effectively using technology and platforms
- [ ] Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- [ ] Providing information and assistance to parents and families on how they can effectively support students
- [ ] Tracking student attendance and improving student engagement provided by the school
- [ ] Using data about students opportunity to learn indicators to help target resources and support
- [ ] Professional Learning Communities
- [ ] Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- [ ] Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- [ ] Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- [ ] [ ] Other (please identify in the box below)

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

- [ ] Extended learning time
- [ ] Tribal/community engagement
- [ ] Wraparound academic/health/social services
- [ ] SEL learning supports
- [ ] Evidenced-based curriculum
- [ ] Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.

- [ ] Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- [ ] Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- [ ] Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- [ ] Access to and effective use of technology
- [ ] Engaging families in digital learning training and effectively using technology and platforms
- [ ] Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- [ ] Providing information and assistance to parents and families on how they can effectively support students
- [ ] Tracking student attendance and improving student engagement provided by the school
- [ ] Using data about students opportunity to learn indicators to help target resources and support
- [ ] Professional Learning Communities
- [ ] Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- [ ] Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- [ ] Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- [ ] Mental health supports
- [ ] Hiring new staff and avoiding layoffs
- [ ] Meeting the nutritional needs of underserved students
- [ ] Locating absent students and re-engaging disconnected youth
- [ ] Providing safe, healthy, inclusive learning environments
- [ ] Activities to address the unique needs of at-risk populations
- [ ] Developing and implementing procedures and systems to improve the preparedness and response efforts
- [ ] Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- [ ] Purchasing supplies to sanitize and clean the facilities

- [ ] Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- [ ] Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- [ ] School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- [ ] Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- [ ] [ ] Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Block 11

7. Supporting the Educator Workforce

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

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

- [ ] Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- [ ] Cover costs of bonuses for recruiting and retaining educators and support personnel
- [ ] Additional pay for additional work
- [ ] Class-size reduction

- [ ] Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- [ ] Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- [ ] Staffing additional physical and mental health support staff (counselors, social workers)
- [ ] Other (please identify in the box below)

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

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

If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

8. Monitoring and Measuring Impact of ARP ESSER funds

How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

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)

Block 12

The OPI has created a way for the district respondents to return to this plan and edit it multiple times before submitting. You can return anytime before August 24 to finish your submission.

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

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

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

Thank you for your submission!

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