# Montana School for the Deaf and the Blind – LE9258
# ARP Plan Update 1-24-24

## Response Summary:

**Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.**

- Priority 1:

  Many of the students served by MSDB have little understanding of how to control their emotions and more importantly, how to function in the society we live in. Our students have little access to peers and even family members that know how to communicate with them. Many students have low expectations of them placed by others in unfair manners. This affects their overall ability within our educational setting. We find that many students do not possess the necessary attitudes, the can do attitude, that will help them overcome challenges with reading, writing etc. This became even more evident with COVID. Therefore, MSDB has a desire to implement Social Emotional Learning (SEL) into all aspects of our school system. According to CASEL, "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. "Supplies and Equipment: The district anticipates spending approximately $75,000 on sanitation supplies and equipment to mitigate spread of the COVID-19 virus purchased on an as needed basis, as well as investing an additional $50,000 in technology equipment for staff and students.

- Priority 2:

  The main educational building on campus does not have windows for the classroom. The current ventilation system is set up to work with all doors open in the building. If one door is closed, that will throw the entire system off. With that said, we are in need of working on a ventilation system that will continuously move fresh air in and out of all classrooms and offices. It is our desire to update our ventilations system to reflect our needs. To have the ability to better set settings on our system that will keep the fresh air flow moving smoothly and efficiently. With our population, it is necessary to allow for doors to be closed.

- Priority 3:

  We currently have two different systems that provide broadband services to our school. To have access to state level services, we have T1 lines that enter into the building. For us to have wireless access, we contract with Visionnet. During COVID, our bandwidth was not strong enough to handle instructing students at home. It is our desire to upgrade our wireless capabilities to have a faster connection, possibly even up to 1 Gbps. It is also our desire to upgrade our physical connection to that of fiber. Both of these moves will allow us to serve our students better now and in the future. Additional costs of the program are estimated to be $80,000 for a grand total of $789,925.

**Q42.**

**Goal Action Plan, Part 2:**

**Identify what strategies/action steps will be used to support the achievement of the goals.**

**Describe a realistic and achievable timeline to achieve the goals.**
**Identify who is responsible to ensure the strategies/action steps are achieved.**

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

- ELA Goal Strategies, Actions, Timelines, and Assignments:
  Adopt, provide PD, and implement diagnostic assessments (October 1, 2021) Adopt, provide PD, and implement high quality core reading program (October 1, 2021) Develop instructional practices, provide PD on research on evidence-based lesson design (October 1, 2021) Implement writing program (January 1, 2022) Implement Social Emotional Strategies within reading program (November 1, 2021) Research and purchase supplemental online resources and digital materials (October 1, 2021) All of these strategies will be monitored using the ELA action plan. The Literacy Team will be responsible for seeing that these strategies are implemented correctly.
- Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments:
  Create a team to oversee the implementation of a SEL program (September 17, 2021 / Furthmyre).
  Identify and develop contract with professional SEL representative to help guide dialogue to include in continuous school improvement plan (November 1, 2021)
  Adopt, provide PD, an effective SEL program for use in the class (February 1, 2022)
  Include SEL components into the Envisioning and Planning phase of CSIP (July 1, 2022)

**Q71.**

**Goal Action Plan:**

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

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

- ELA Goal:

    During the pandemic, it became clear that MSDB needed to align its ELA program to better meet the needs of the students. It became clear that we had large gaps in our scope and sequence as evidenced by the MAP scores we received. MSDB then began to develop a strong evidenced based program in collaboration with the MCLSDP Grant provided by OPI. We have completely changed and updated our materials to include programs that will develop students abilities from Preschool to High School. The materials were selected based on feedback from other Deaf and Blind Schools and What Works Clearinghouse. With that being said, MSDB has set the following goals with regards to ELA instruction for 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.

    With that being said, MSDB has set the following goals with regards to ELA instruction for the current school year: Utilizing the EasyCBM assessment as the measurement tool, we will decrease the percentage of students in Tier 3 by 10% by May 2022, and increase the percentage of students in Tier 1 and/or Tier 2 by 10% by May 2022. By Fall 2022, establish an intervention model that provides targeted instruction based on a student's assessment data for literacy skills. Increase family engagement, including cottage staff, with a variety of different avenues with regards to ELA.

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

    MSDB provided a 6-hour general overview of the five domains of SEL. At the end of the training, all staff were surveyed about whether we should begin implementing a SEL program and 88% stated yes. Staff were then asked as to what strategy they would like to see the implementation take place, teaching an explicit SEL Skills instruction and implementing organizational, culture, and climate strategies were the two highest approaches selected by the staff. Staff were told this would be a great investment to use the 20% set-aside with and most agreed. In addition, while selecting new ELA resources to address literacy; the team has made sure that aspects of SEL are included into the materials. Therefore, MSDB will naturally start using an approach to integrate SEL in the academic curriculum. With that being said, MSDB has set the following goals with regards to ELA instruction for the current school year: Utilizing the What Works Clearinghouse and Regional Learning labs, MSDB will use ESSER funds to purchase an explicit SEL skills curriculum and professional development by July 1, 2022. Utilizing the Cognia professional services contract to incorporate SEL as a main focus at MSDBs continuous improvement cycle by July 1, 2023.

**Q34. When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.**

MAP Academic Assessment, Cognia Climate Culture Surveys, Cognia School Improvement Surveys, Property Management Documents, Bandwidth Reports

**Q8. What is your school district phone number?**

4067716000

**Q53. How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?**

The school will use identified assessments with regards to ELA instruction bi-weekly to monitor all students progress. The school will work with a professional SEL consultant and develop and then implement an assessment that will be used to indicate SEL affect on culture and climate.

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

**Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.**
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)

**Q11. Please indicate your role in the district.**
- District-level Administrator

**Q58.**

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

0

**Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**
N/A

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

NA

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

**Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.**
N/A

**Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.**
- Social emotional learning
- Academic support
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Purchasing supplies to sanitize and clean the facilities
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

**Q59.**

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

   0

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

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

| County | Cascade |
|---|---|
| District | Cascade ~ Mont Sch for Deaf Blind, LE9258 |

**Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.**
- Webinars
- Public meetings
- Media
- Other (please identify in the box below):
     Personal Conversations

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

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

   As our school is a special needs school for students with disabilities, hearing and vision specific; our ELA goal is the same for all students at MSDB.

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

   As our school is a special needs school for students with disabilities, hearing and vision specific; our SEL goal is the same for all students at MSDB.

**Q6. Who is the Authorized Representative submitting this form?**
   Paul Furthmyre

**Q9. What is your AR email as shown in Egrants?**
   pfurthmyre@msdb.k12.mt.us

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

- Parents
- Teachers
- Staff
- Local bargaining units
- Educational advocacy organizations
- Interim Education Budget Committee
- County health departments
  Community members

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

**Q23.  Please indicate the type of data you are obtaining and using to monitor outcomes.**
- Interim Formative Assessment
- Summative  assessments
- Student  engagement
- Access to technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys

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

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

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

**Montana School District ARP ESSER Plan Update**

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

*Federal Requirement*
The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no

later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

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

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

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

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

### *State Components*

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

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

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

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

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

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

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

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

### Instructions for updating your school district ARP ESSER plan

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

### Resources to help with completing your plan

- **Curriculum Selection**

- **[Acceleration Guidance](#)**

- **[ESSA Tiers of Evidence](#)**

- **[Gap Analysis Tool](#)**

- **[U.S. Department of Education FAQ - ESSER/GEERS](#)**

- **[FAQ's of Maintenance of Equity Requirements](#)**

- **[Montana Office of Public Instruction ESSER website](#)**

- [SEL Priorities](#)

**Next Steps:**

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

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

**Q74. Describe the stakeholder consultation that was completed to inform this update.  Include dates, locations, and links where relevant.**
   May Email Facebook June Helena Interim Budget Committee September Helena IBC November BOPE Meeting

**Q75. Please write a summary statement describing this update.  Example: "This submission reflects our first update of our plan in November of 2021"**
   The submissions reflects our first update of our plan since June

**1. School District-Identified Priorities**

**2. Meaningful Consultation**

**3. Goals**

**4. Coordinating Funds**

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

**5. Creating Safe and Healthy Learning Environments**

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

**Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**
   N/A

**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.

**Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.**
   N/A

**7. Supporting the Educator Workforce**

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

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

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

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

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

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

**Q78. Please select the statement below that accurately describes this submission:**
   - This submission represents a correction to an update we already submitted

**Q79. Please Sign Here**
[Click here]

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# Embedded Data:

| Q_R | R_9stfEJCF7mz1BEG |
|---|---|
| Recipient | pfurthmyre@msdb.mt.gov |