

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.

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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 hamstrung 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

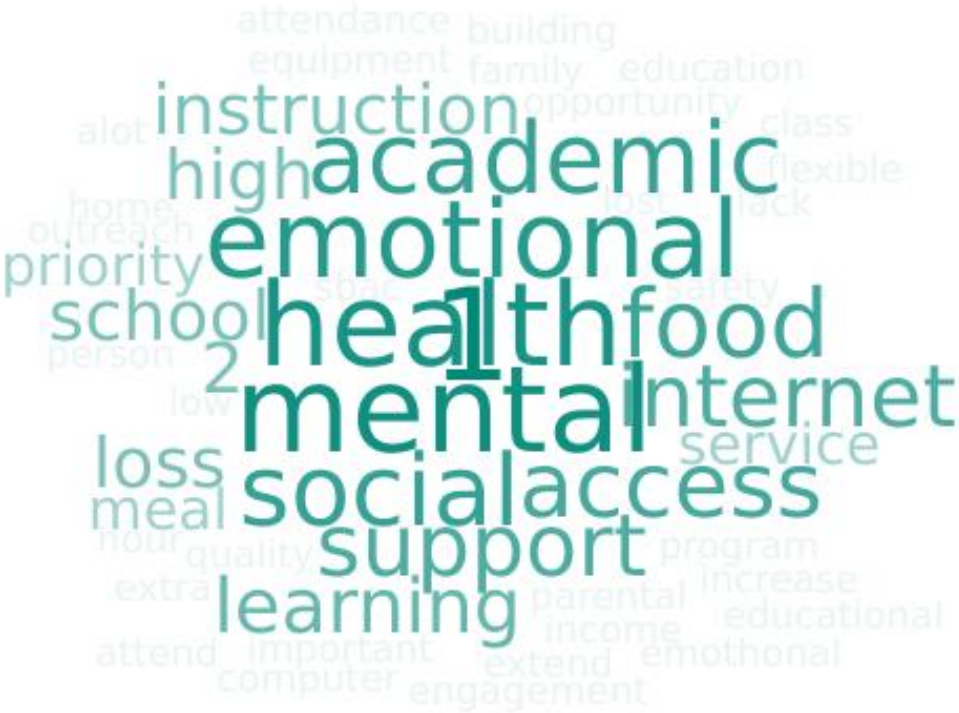
obesity and fitness...our average weight gain over covid was 25# per student. One 3rd grade child gained 71#

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



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



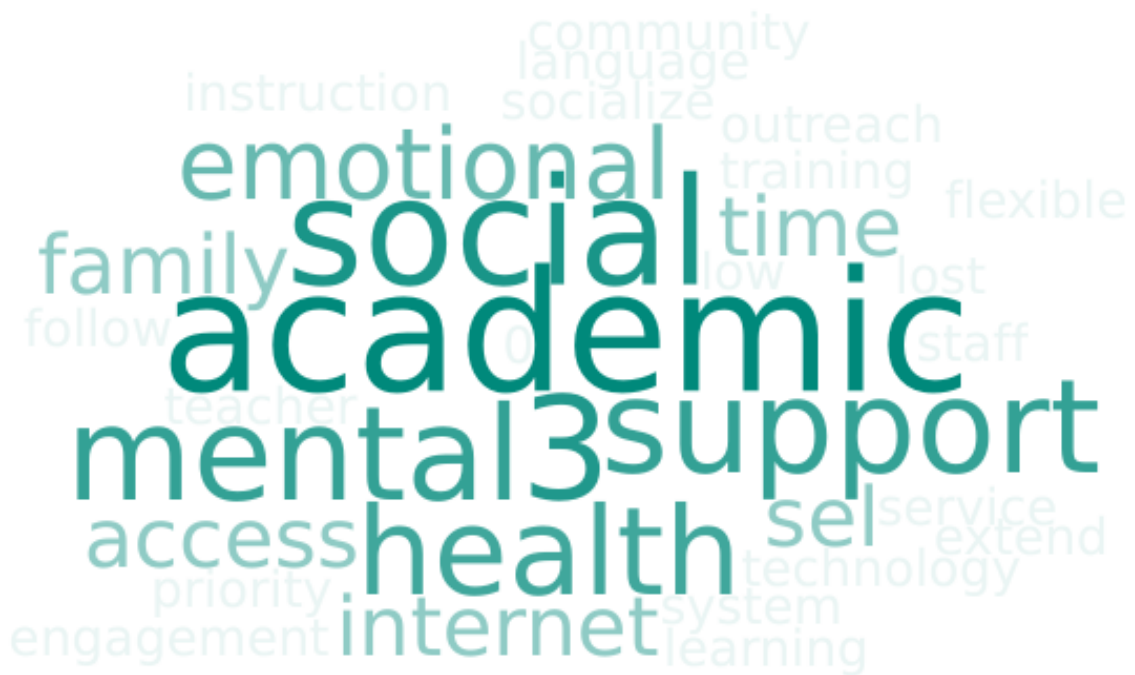
Two or more races Priority 2



English Learners Priority 2



English Learners Priority 3



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



Missed most in-person Priority 2



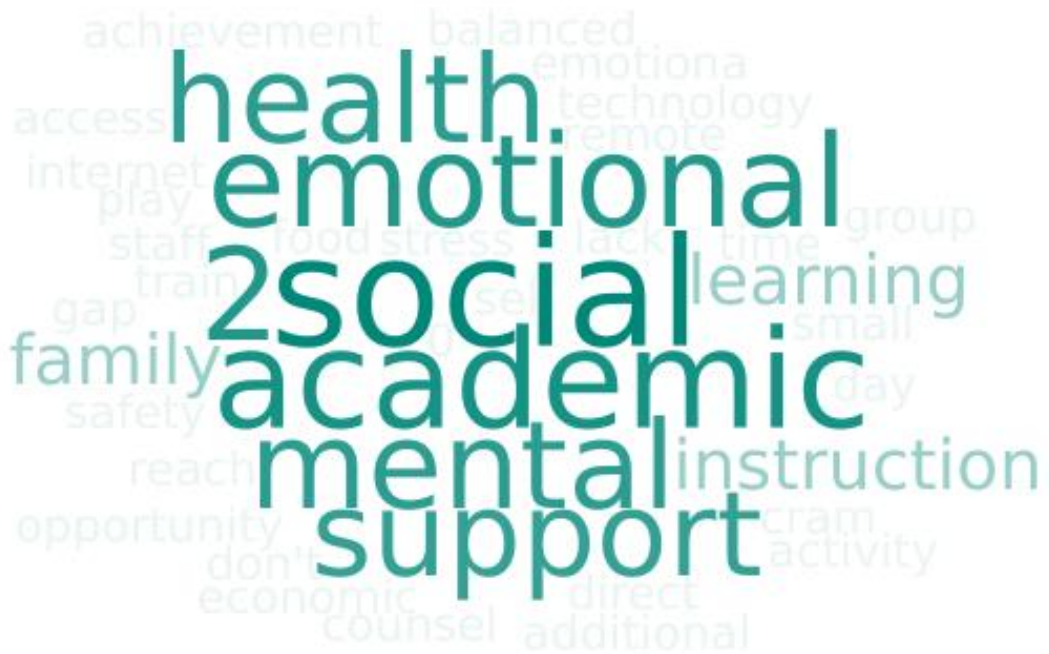
Missed most in-person Priority 3



Missed remote instruction Priority 1



Missed remote instruction Priority 2



Missed remote instruction Priority 3



LGBTQ+ 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.

miahkhsikahn- 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, counselors 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 through.

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

councilor

I cry myself to sleep

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

playing gutiar

Learning to learn different way, and keep checking in

Have support groups

Calming methods

not a lot but brain thinking

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 already 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 include 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!!! Feedback from the data collected

Surveys

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

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 think 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 effectiveness 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.