



Boise City Public Schools

ARP ESSER III Plan

Part 1: Strategies for Prevention and Mitigation of COVID

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning.

COVID-19 and its variants have brought many challenges to Boise City Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only a delayed start. Once school began, the district maintained a complete continuity of all school services for the remainder of the school year.

In consultation with stakeholders, the following strategies/items have been identified as needs for Boise City Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2023-2024 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Repair and Replace HVAC	Upgrades to existing HVAC systems for improved air quality and movement.
Replace Flooring	Replacement of carpeting and older cracked flooring for improved sanitation.
Additional Cleaning Supplies and Resources	Purchase additional disinfecting agents and provide the personnel to utilize those products throughout the school buildings.
Install Water Bottle Fillers and Drinking Fountains	Replace and improve drinking fountains throughout both campuses. New fountains will provide touchless bottle filling and other features for safer, cleaner use.

Room Air Purifiers	Installation or replacement of Air Purifiers in classrooms and other area to help trap harmful agents in the air and help with the prevention of communicable diseases.
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Boise City Public Schools

ARP ESSER III Plan

Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

ESSER III Project	Strategy for Addressing Learning Loss
Reading Coach Program and Summer Reading Remediation	Implementation of 1 on 1 or small group reading intervention through the hiring of 5 or more part-time reading coaches. We plan to use retired educators if possible for in person instruction, but supplement with a virtual assistant if needed. This reading coach program would provide necessary intervention for any reader not on grade level district wide. Intervention would be provided during pull outs from electives to ensure that students participate, a wide variety of factors make extending the school day for this impractical, and research shows that targeted intervention would be the most effective. Also the district will offer Reading Remediation in the summer for students who have been identified as needing this service.

ACT Preparation Seminars	Provide ACT prep classes for all interested high school students. In person seminars would be offered and interested students could also receive <i>The Official ACT Self-Paced Course, Powered by Kaplan</i>
Reading Curriculum	Purchase of 95% Group curriculum for improved reading instruction and for intervention programs for small group coaching.
Curriculum Specialist	Employment of a lead teacher in the capacity of Curriculum Specialist to help all teachers better and more efficiently address learning losses and gaps by overseeing curriculum alignment and implementation.
Reading Coach	Coaching provided to ELA staff members to improve reading instruction.
Occupational Therapist Assessments and Materials/Supplies	The district has hired an onsite OT. The OT will need to purchase assessments and other materials such as manipulatives in order to carry out required job duties to provide necessary services to eligible students.
Classroom Management Training for All Teachers and Professional Development for any new curriculum adopted	Staff professional development with evidence-based practices that improve classroom environments for learning.
ELL/ESL Aide	The district will employ an ELL/ESL aide to help with language learning with a goal of improved English proficiency for those students identified as ELL or ESL..

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 83% of the ARP ESSER III Allocation

Boise City Public Schools

ARP ESSER III Plan

Part 3: Other ARP ESSER III Expenditures

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The planned projects in Boise City Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID; or Part 2: Strategies for Addressing Learning Loss, and Part 3: Other ESSER III Expenditures.

Expenditure	Allowable Use
GoGuardian	Provide 1 to 1 management and an improved Learning Management System for the classroom and distance learning programs.
Technical Education Workshops	Workshops on technical trades jobs from area business, funds would reimburse business for time and any materials. Classes in welding, and possibly other classes in auto mechanics, electrical, plumbing, and other fields as students show interest.
Quavers Music Program	Online program to facilitate online learning for elementary music during distance learning.
Purchase New Instruments for Band	The purchase of new band instruments will help address the issue of instrument sharing among students that presents a health/hygiene risk.
STEM Education Program	Funds for purchase of equipment for a new high school robotics team with FIRST Tech Challenge. Funds for additional equipment for the existing junior high FLL robotics team.
PikMyKid	Program used to improve the safety of the students at the Elementary site in the drop off and pickup of those

	students on that campus. The program provides tracking information ensuring that only approved persons pickup students from the school and/or allows for tracking bus riders and walkers as well.
Replace Server for District Security Cameras	The server needed will provide for better real-time and recorded surveillance of both internal and external areas of the High School. The cameras are in place to provide better security and safety for the students, staff and any other stakeholders that happen to be in the facilities.
Guest Speakers	The district seeks out and brings onsite speakers that can help address a variety of issues that students must face. Some examples of the issues that speakers can address are self-esteem, bullying, suicide prevention, etc.

Boise City Public Schools

ARP ESSER III Plan

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

**Setting the Table to Support All Students with Extra Measures for MVPs
MVPs = Most Vulnerable Populations**

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> <p>Interventionists and Counselor positions will allow more 1:1 interaction with students.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies</p>
MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies.</p>

<p>English Learners</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for Els</p> <p>Hire and additional full-time ELL/ESL aide to provide more 1:1 opportunities for all students PK-12.</p> <p>Continue to use Eduskills for tracking academic progress and for instructional planning for individual EL students</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies.</p>
<p>MVPs</p>	<p>Academic Needs</p>	<p>Social Needs</p>	<p>Emotional Needs</p>	<p>Mental Health Needs</p>

<p>Students with Disabilities</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies.</p>
<p>Students Experiencing Homelessness</p>	<p>Implement evidence-based Tier 1 instruction.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify</p>	<p>Provide school counseling program to meet emergent needs.</p>

	<p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>needs and times of possible crisis.</p>	<p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies.</p>
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p>	<p>Assess food security and provide added nutrition.</p>	<p>Teachers will act as interventionists and wills commit to intentionally follow the MVPs to identify</p>	<p>Provide school counseling program to meet emergent needs.</p>

	<p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p>	<p>needs and times of possible crisis.</p>	<p>Utilize resources from the Panhandle Service for Children to provide additional in-depth counseling for identified students.</p> <p>Refer students to additional professional support through available providers and agencies.</p>
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Remaining Funds Any remaining ARP funds will be spent consistent with section 2001 (e)(2) of the ARP Act with collaboration and consultation of stakeholders. The funds will be prioritized to provide continuity of services, non-recurring expenses, and unforeseen overheads created by COVID-19.

This plan will be reviewed every six months as required