



LEA ARP ESSER Plan – Use of Funds Template

Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at english@sde.idaho.gov by October 1, 2021.

LEA # and Name: 281 Moscow School District
Website link to the LEA's ARP ESSER Plan – Use of Funds: www.msd281.org/COVID_19_Information

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

As the pandemic began to evolve it became apparent that there needed to be a larger group to assist the district in decision-making to get through the constant changes caused by COVID-19. A COVID oversight committee was developed with representatives consisting of specialist, parents, teachers, administration, and board members. This oversight committee helped in developing ten subcommittees which had the same form of representation as the oversight committee, but with specific skills or knowledge in the area assigned to that subcommittee.

The subcommittees developed are: Teacher/Learning/Assessment; Finance and Workforce Management; Technology; Social and Emotional Well-Being – Home and School; Communication; Special Programs; Operations: Transportation/Nutrition/Facilities; Operations: Health and Safety; Operations: Attendance/Calendar/Scheduling; and Operations: Extra-Curricular/Activities/Events.

In addition to the subcommittees, the leadership team increased communication with all the stakeholders to share information and provide opportunities for questions and input. At the building level the administrators increased their communications to parents by providing weekly updates and information for both parents and staff members.

At the district level, the superintendent provided weekly morning Zoom webinars called, "Coffee Chat with the Superintendent". This was opened to all staff members and provided an opportunity to freely discuss actions taken by the district and to provide feedback. This also was the theme of the Superintendent's monthly Zoom meeting held in the evening for members of the community called, "Community Chat with the Superintendent".

The Board of Trustees also increased communication by Zooming their board meetings so parents could stay informed. They have since moved meetings to YouTube, which they plan on continuing due to the transparency that occurs.

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines¹ for reopening and operating schools for in-person learning.*

In addition to establishing the COVID oversight committee, and subcommittees, the district's administrative team conducted weekly meetings. During these meetings, discussion of the required support needed to help combat learning loss and maintaining a safe environment for students and staff were regular topics. Within one of these meetings the development of 17 needs were identified ranked as being an avenue to help during the pandemic. The community were then presented with this list and encouraged to provide feedback. Unfortunately, due to time restraints the period for feedback was limited to just a few days prior to this plan needing to be posted. These needs are listed below.

- Increase Classified Hiring Pool
 - o Competitive Salary for Paraprofessionals
 - o Competitive Salary for Substitutes
 - o Competitive Salaries for Bus Drivers
 - o Signing Bonus
 - o Hiring - Job Fairs
- Strengthen Retention of Classified Staff
 - o Finder's Fee
 - o Financial Support for COVID Related Responsibilities
- Provide Support for Student Learning Loss
 - o Staffing for academic tutoring before, after, and possibly on Saturdays
 - o Supplemental Reading and Math Materials Tier II
 - o Personnel Support for Tier II Intervention in Reading and Math K-5
 - o Supplemental Math Materials for Secondary
 - o Academic Support for Adventure Club
- Provide COVID Related Support
 - o Nursing Support
 - o PPE Supplies
 - o Water Bottle Filling Stations MMS/Bear Den
 - o Contract Tracing Support
 - o Home/School Liaison
 - o Technology
 - o HVAC Systems to Improve Air Quality and Comfort
 - o Supplemental Living Needs for At-Risk Students
- Strengthen Retention of Certified Staff
 - o Financial Support for COVID Related Responsibilities
 - o Finder's Fee

Majority of the actions we will be taking or have taken come under the above category, "Provide COVID Related Support". We have found our nursing personnel are struggling to stay afloat during the demands of the pandemic so additional support will be provided through hiring. We will also be hiring personnel to act as a COVID Contract Tracer due to the amount of time it is taking from our administrative staff. This position will also act as our Home/School Liaison and that position's responsibility is to maintain communication with students' families while

¹ The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

students are out due to illness. Items such as water bottle filling stations and upgraded HVAC systems will allow us to meet CDC rules regarding drinking faucets and air quality.

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds 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. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
 - a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
 - b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
 - c. *Students most at-risk of dropping out of school.*
 - d. *Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

a) Moscow Elementary Schools: Through the utilization of Learning Loss funds, we will increase staffing to deliver intervention services to our students in need and purchase additional digital devices and intervention curricula.

b) Moscow Middle School: We began the year with a 5-day per week schedule and are working hard to keep schools safe and open. We are constructing additional supports for kids who are not yet making it (before or after school, Saturday school). Department by department, we are implementing processes to identify and address learning gaps while attending to delivery of key standards. We are implementing additional social emotional supports including a focus on Moscow Cub PRIDE and experimenting with grade level approaches. Grade levels and departments are using common assessments more intentionally. The remediation plan and implementation process has been streamlined.

c) Beginning the school year on a regular five-day schedule has been wonderful, and we are doing all we can to remain open safely. We are expanding our efforts in RTI, actively identifying students in need of extra support. MHS has reinstated our Access program, which allows students one period a week to seek extra help, get individual instruction, makeup work missed due to quarantine, etc. We reinstated our social-emotional/induction activities like Youth Empowerment, the Homecoming Parade, Club Fair, and many others.

ADDED 1/18/2022:

d) Increase staff to deliver intervention services, purchase additional digital devices & intervention curricula, before or after school, Saturday school, process to identify and address learning gaps, additional social/emotional support, remediation plan streamlined, expanding RTI, Access program for help. ESSER resources may be used to target those at most risk to drop out through funding support of required IDLA courses for credit recovery as well as a plethora of kinesthetic and hands-on materials to encourage engaging learning and commitment to the learning process from students at most risk to drop out. These materials help target learning gaps as well due to missed school or missing leaning exposure. This includes a specific emphasis on enriching text options within coursework that most meets the high interest and needs of at-risk students while covering standards at a robust level. Funds are being used to purchase a myriad of hands-on and intervention-based materials to target learning gaps through

inconsistent participation in online learning at the elementary level. As skill gaps are identified, these materials are being used to target specific needs for these identified students.

e) Increase staff to deliver intervention services, purchase additional digital devices & intervention curricula, before or after school, Saturday school, process to identify and address learning gaps, additional social emotional support, remediation plan streamlined, expanding RITI, Access program for extra help. ESSER resources may be used to target those at most risk to drop out through funding support of required IDLA courses for credit recovery as well as a plethora of kinesthetic and hands-on materials to encourage engaging learning and commitment to the learning process from the students at most to drop out. These materials help target learning gaps as well due to missed school or missing learning exposure. This includes a specific emphasis on enriching text options within coursework that most meets the high interest and needs of at-risk students while covering standards at a robust level. Funds are being used to purchase a myriad of hands-on and intervention-based materials to target learning gaps created through inconsistent participation in online learning at the elementary level. As skill gaps are identified, these materials are being used in intervention settings to target specific needs for these identified students.

f) At the secondary level teachers target all students at risk of failure, regardless of reason. Students who have failed or nearly failed multiple courses will be encouraged to participate in credit recovery and/or study skills courses. Students who are at risk of losing credit and/or those who are missing a significant amount of school are the primary focus. That includes those who have IEP or 504 plans or are designated EL. Students are referred to intervention by either the administrative team (counselors included) or teachers. Students who have been out on an extended Covid Isolation, for example, can quickly take advantage of the Intervention Program as needed. At our Alternative HS, ESSER resources may be used to target those at most risk to drop out through funding support of required IDLA courses for credit recovery as well as a plethora of kinesthetic and hands-on materials to encourage engaging learning and commitment to the learning process from the students at most to drop out. These materials help target learning gaps as well due to missed school or missing learning exposure. This includes a specific emphasis on enriching text options within coursework that most meets the high interest and needs of at-risk students while covering standards at a robust level.

g) At the elementary levels, ESSER funds were utilized to purchase both curriculum and software that is research-based and specifically designed to be more hands-on and engaging for students, especially those who have been disproportionately impacted by COVID. The reading and math curricular programs were selected for individual and small group instruction. They were also selected based on the number of hands-on manipulatives included so our students were more engaged in the learning process. At the secondary level, students who were in danger of losing credit for any reason were identified for qualification to attend the summer program. Students with IEP and 504 plans and those identified as EL were included in this group. Families were notified in writing, and students were met with, in person, if possible. Students who were online only were required to attend the summer sessions in person, at least in part. With only two exceptions, all students who qualified were able to recover the credit necessary.

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

Moscow School will spend the discretionary part of these funds on a combination of the following items:

- Increase Classified Hiring Pool
 - o Competitive Salary for Paraprofessionals
 - o Competitive Salary for Substitutes
 - o Competitive Salaries for Bus Drivers
 - o Signing Bonus
- Strengthen Retention of Classified Staff
 - o Finder's Fee
 - o Financial Support for COVID Related Responsibilities
- Provide COVID Related Support
 - o Nursing Support
 - o Office Support
 - o PPE Supplies
 - o Water Bottle Filling Stations MMS/Bear Den
 - o Contract Tracing Support
 - o Home/School Liaison
 - o HVAC Systems to Improve Air Quality and Comfort
 - o Supplemental Living Needs for At-Risk Students
 - o Technology for learning, assessments, and interventions
- Strengthen Retention of Certified Staff
 - o Financial Support for COVID Related Responsibilities
 - o Finder's Fee

Our ESSER III ARP funds are being shared with our Charter School. That said, the methodology for calculating Moscow SD's allocation and Moscow Charter School's allocation was based on March 2021 enrollment numbers by school. Our district will allocate funds based on student need as well as district wide needs. Our main goal is to provide equitable services to our schools. Administrators will review achievement data and the social-emotional well-being of their students. Based on that review, they will research best practice interventions and submit proposals to the Curriculum Director, Business Manager, and Superintendent for review. Our plan also encompasses upgrades to our HVAC systems which will provide a safe environment for our staff and students alike. Retaining and recruiting staff is also a priority. Being able to retain who we currently have as well as attract new hires and substitutes is important to the well-being of our district. Providing staff and students with up-to-date technology will assist with learning, assessment, and intervention.

5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented 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, migratory students, Hispanic students, and Native American students.*

During the planning stage our Directors for Special Services and Title programs were valued members of the committee. We also have been working toward developing SEL Standards in our district to better assure our students needs are being met. This funding will help support these efforts as we move forward.

ADDED 1/18/2022:

At the elementary levels, ESSER funds were utilized to purchase both curriculum and software that is research-based and specifically designed to be more hands-on and engaging for students, especially those who have been disproportionately impacted by COVID. The reading and math curricular programs were selected for individual and small group instruction. They were also selected based on the number of hands-on manipulatives included so our students were more engaged in the learning process. At the secondary level, students who were in danger of losing credit for any reason were identified for qualification to attend the summer program. Students with IEP and 504 plans and those identified as EL were included in this group. Families were notified in writing, and students were met with, in person, if possible. Students who were online only were required to attend the summer sessions in person, at least in part. With only two exceptions, all students who qualified were able to recover the credit necessary.

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

The Administrative Council and COVID Oversight Committee will review data collected to view the effectiveness of each project funded. This will be done no less than monthly. Data will be collected by the individual schools through their Building Leadership Team.

Section 2: Assurances

Assurance	LEA Response	
1. The LEA assures that, to the best of the LEA’s knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name: Gregory J Bailey	
Superintendent/Charter Administrator Signature: 	Date: October 1, 2021
Local Board of Trustees, President's Printed Name: Ken Faunce	
Local Board of Trustees, President's Signature: 	Date: October 1, 2021

Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than October 1, 2021.