



## 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](mailto:english@sde.idaho.gov) by October 1, 2021.

**LEA # and Name:** 464 - White Pine Charter Schools

**Website link to the LEA’s ARP ESSER Plan – Use of Funds:**

<https://www.whitepinecharterschool.org/media/ro5bnu2q/lea-arp-esser-plan.pdf>

### 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.*

Initially a survey was conducted to glean information regarding stakeholder values about best practices and invite commentary on direction forward. Additionally, responsive communication using various media means (email, social media, etc.) allowed for engagement intended to provide as much transparency and feedback as possible with concerns relevant to reopening the schools and initial steps. In order to best serve the community, more surveys, community involvement (through administrative meetings, town halls, emails, etc.), and presentations will be used to support use of funds collaboration with stakeholders. Faculty and staff were addressed and engaged at weekly meetings held on Wednesday afternoons where input was gleaned and considered in plan formulation. Various admin, faculty, and staff members were engaged via email communications relevant to conversations and planning that occurred during regular meetings. Parents were engaged through communication/input/feedback opportunities and surveys issued on or about 07/16/21 (survey), 08/12/21 (COVID plan draft seeking feedback), 08/25/21 (COVID communication seeking feedback), 09/13/21 (COVID communication seeking feedback) , as well as a forum that was held on 01/06 in order to remain current with input as well as another scheduled for 02/24. Monthly newsletters, weekly communications from the Director of Schools, and weekly communications from principals also provide channels for feedback and input. Input and feedback was also fielded at board meetings.

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) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

Funds usage:

Cleaning supplies, PPE (masks, gloves, etc.), tissues, facilities maintenance (HVAC), facilities improvements to support outdoor activities, facilities improvements to support the mitigation of crowding (new bus area, adjustments to carpool pickup - students localized to classrooms prior to pickup, etc.), staffing necessary to implement protocols to the aforementioned strategies,

<sup>1</sup> The most recent guidelines can be found here:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

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 after school programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, re engage, 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.*

Efforts to address learning loss and recovery will include but are not limited to after school programs - after school tutoring programs, art clubs intended to bridge developmental and social gaps, professional development for teaching staff aimed at remediation of both behaviors and learning loss, esports club issued to support tech ed in classes as well a social and emotional development through platform education familiarity, recreational team sports and clubs intended to enhance and enrich the daily classroom experiences in both schools. Resources will also be directed toward assessment tools including but not limited to MAP growth and I-ready to help us identify students who need remediation as well as identify school wide markers of current baselines. Funds also secure remediation aides in paraprofessionals staffed at both White Pine campuses who work with students in small groups and one-on-one tutoring to address various manifestations of student learning gaps. Funds secure a second Special Education teacher to provide additional support and evaluation to our students with displayed and documented challenges that stem from missed instructional time and spotty participation during remote learning periods. The special education department, supported by the second teacher, also works in conjunction with school counselors to address students at risk of failing or dropping out, particularly those disproportionately impacted subgroups including low-income families, students of color, English learners, students with disabilities, students who are; homeless, in foster care, migratory, Hispanic, Native American, etc.

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.*

Understanding the necessity for leadership and oversight in rectifying learning loss, delay in social/emotional development and the inherent challenges that come with it, and the need for staff training and support for the extra work teachers need to do - two Assistant Principals, one at each location, have been added. Additionally, the AP's will provide support to teachers in developing, implementing, and overseeing Professional Learning Communities for new and returning teachers. This will enhance learning for students through teacher collaboration on

instructional strategies, breadth of intervention, and best practices involving data driven decisions.

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.*

Assurances of implementation will come through a variety of means including building level administration oversight allowing for frequent and discerning interpretation of data, instructional management and enhancement, teacher coaching, program and instructions evaluation and follow through and diverting with appropriate personnel and resources to ensure student needs are being met. Those students of note who may be disproportionately impacted will be discretely identified and tracked for risk assessment and cared for as needed to ensure success.

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.*


Data driven monitoring through grade/age appropriate assessments will inform effectiveness of strategies and interventions. In addition to formal assessments, informal but regularly structured teacher assessments and interventions will aid in alerting deficiencies. Those students identified to have challenges or deficiencies will be addressed with appropriate interventions and supports.

## 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 X <input 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 X <input 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	Yes X <input type="checkbox"/>	No <input type="checkbox"/>

incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.		
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 X <input type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes X <input type="checkbox"/>	No <input type="checkbox"/>

## Signatures

Superintendent/Charter Administrator Printed Name: Ron Cote	
Superintendent/Charter Administrator Signature: 	Date:
Local Board of Trustees, President's Printed Name: EmmaLee Robinson	
	Date:

**Email this completed and signed plan to Lisa English at [lenglish@sde.idaho.gov](mailto:lenglish@sde.idaho.gov) no later than October 1, 2021.**