



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 lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name: #795 Idaho Arts Charter
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Website link to the LEA's ARP ESSER Plan – Use of Funds: Idahoartscharter.org
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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.*

Parent Night where summer plans were discussed- 5-13-21

Teacher meetings for summer school planning- 5/11/21, 6/2/21, 7/10/2021

Board Meeting- 6/14/2021

Parent Virtual Town Hall soliciting input for ESSER funds- 9/20/21

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.*

Air scrubbers have been purchased for all buildings. For prevention and mitigation, funds will be used for extra masks and sanitizing supplies for classrooms and floors as needed. An additional nurse was hired which allows us to staff a full time nurse at each campus. This will help streamline our contact tracing protocol and allow for more testing to take place when warranted. Nurses also contribute to the education of both staff and families regarding Covid 19 school policies.

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*

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

- 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.*

Idaho Arts Charter School will use allotted funds to address learning loss of students in the above groups by implementing a summer school program for at-risk students. This includes students who have missed out on instruction due to any contributing Covid factors, students at risk of failing, and students who were disproportionately impacted by Covid. The program will focus on grades K-8 and will provide targeted instruction in reading and math using approved curriculum. Credit recovery will be offered for students in Middle School. Both bussing and meals will be provided for the full six weeks.

A second use for the funds is to employ additional staff members. This includes an additional certified teacher in grades Kindergarten through 6th grade. To support our students with disabilities, two additional Special Education teachers were hired. To support our English Language learners, a certified English Language Learner teacher was hired to provide a co-teaching model to grades K-6 and targeted support at the Secondary level.

- 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.*

Additional funds will be used to compensate staff for after school activities/clubs which support the social emotional needs of students. Some of these include: after school tutoring, Girls on the Run, school plays, book clubs, Dungeons and Dragons club, debate club, etc.

- 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.*

Family input will be solicited with surveys, town hall meetings and board meetings. The Student and Parent Engagement Surveys can be used since they provide feedback on a broad spectrum of student needs and feelings. Teachers will continue to be part of the planning process for summer school. Counselors will also give input on social/emotional needs of students and we will continue to engage with them regarding spending additional funds on SEL needs.

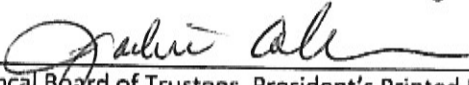
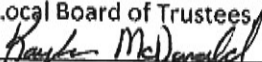
- 6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*
- During summer school, pre and post assessments will be given in both math and reading, along with formative assessments along the way to make sure that students are making progress.

Interim I-Sats will be used at all grade levels to monitor student progress in grades 3-12 where applicable. MAPs assessments will be given in the Fall and Spring for grades K-3. IRI will be used in K-3 as well, with additional progress monitoring done monthly using iStation. Pre and post tests are used often to monitor progress. Targeted interventions are provided using data at all grade levels with a combination of data

Section 2: Assurances

Assurance	LEA Response	
	Yes	No
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: Jackie Collins	
Superintendent/Charter Administrator Signature: 	Date: September 23, 2021
Local Board of Trustees, President's Printed Name: Kaylene McDonald	
Local Board of Trustees, President's Signature: 	Date: September 23, 2021