



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: 464 - White Pine Charter Schools

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

Click or tap here to enter text.

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.

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.*

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,

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;*

¹ The most recent guidelines can be found here:

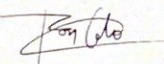
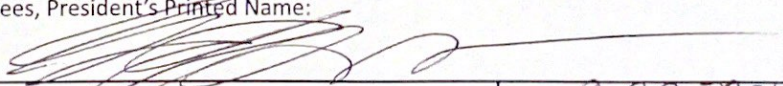
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

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	
	Yes X <input type="checkbox"/>	No <input type="checkbox"/>
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	X <input type="checkbox"/>	<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.	X <input type="checkbox"/>	<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.	X <input type="checkbox"/>	<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.	X <input type="checkbox"/>	<input type="checkbox"/>
5. The plan is publicly available on the LEA website.	X <input type="checkbox"/>	<input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name: Ron Cote	
Superintendent/Charter Administrator Signature: 	Date: 09/27/21
Local Board of Trustees, President's Printed Name: EmmaLee Robinson	
Local Board of Trustees, President's Signature: 	Date: 9-28-2021