



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: 508 Hayden Canyon Charter
Website link to the LEA's ARP ESSER Plan – Use of Funds: http://haydencanyoncharter.org

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.*

Beginning in early April, HCC's business manager, Education Director, and Administrative Assistant began discussing the allowable expenses using ARP ESSER funds. HCC's finance committee, teaching staff, special education coordinator and administration began discussing the reopening needs during our 2021 Vision Planning held in May 2021. A plan for using these funds was compiled over the next few months and was available for review and parent input by Sept. 20, 2021.

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.*

ARP ESSER Funds will be used for additional cleaning supplies and nightly cleaning to sanitize surfaces. Funds will also be used to provide substitute teachers to allow teachers to quarantine when needed or to stay home when testing positive for Covid-19 to prevent the spread.

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;*

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

- 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.*

HCC will provide after school math tutoring to at-risk students and will provide stipends to teachers for tutoring services. Additional paraprofessionals will be hired to provide additional push-in support for our Tier2 and Tier 3 students, as well as students with disabilities.

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.*

HCC will utilize its remaining funds to provide 1:1 computing, allowing students to have access to devices should the need for remote learning arise. Funds will also be used to provide students with the necessary hands-on materials needed to promote success and equity. Professional Development will be provided to our teachers as a means of supporting our teachers with the tools needed to improve student achievement and active learning.

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.*

Students' social emotional health will be supported by a 1.0 FTE School Counselor and social emotional curriculum. A part time behavioral interventionist will be provided to help support students with emotional and mental health needs.


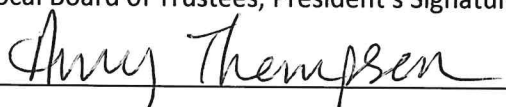
6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

HCC has implemented a data team to review student benchmarks. Students in the lower 33% will participate in progress monitoring and will receive specialized, small group instruction in their areas of need. Monthly monitoring will occur in addition to benchmarking to track students' progress and academic needs.

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: Cynthia Lamb	
Superintendent/Charter Administrator Signature: 	Date: September 30, 2021
Local Board of Trustees, President's Printed Name: Amy Thompson	
Local Board of Trustees, President's Signature: 	Date: September 30, 2021

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