



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

<b>LEA # and Name: #481, Heritage Community Charter School</b>
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<b>Website link to the LEA's ARP ESSER Plan – Use of Funds:</b> <a href="http://heritagecommunitycharter.com/covid-19-information/">http://heritagecommunitycharter.com/covid-19-information/</a>
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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.*

The principal at Heritage Community Charter School met with members of the HCCS leadership team (which includes certified and classified staff) to identify areas of need for students while keeping in mind the desire to implement mitigating measures that allow the school to be open for students with in-person instruction. Once the leadership team solidified the needs of the students and school, they developed the vision of these funds. The Principal and Federal Programs Assistant met with the HCCS Parent Advisory Council and feedback was solicited. The principal provided the HCCS board with a draft of the plan to seek input. Necessary revisions were made based on stakeholder feedback (staff, parents and board) and the plan was presented at the HCCS school board meeting for comment.

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.*

Heritage Community Charter School recognizes the importance of face to face instruction for students and the responsibility we have for sustaining safe operations to maximize student learning and well-being. The HCCS school board approved reopening plan will be reevaluated and updated biannually to meet the guidelines and requirements provided by the Centers for Disease Control and Prevention (CDC).

The ESSER funds will allow for the continual purchase of Personal Protective Equipment (PPE) for staff and students. Items such as masks, gloves and hand sanitizer are consumable products that will need continual replenishment.

The ESSER funds will also be used to upgrade our air filtration system by contracting with a local

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

HVAC company to provide regular maintenance of our HVAC units and upgrade our air filters to high quality MERV 13 air filters. Improving air cleaning and filtration can help reduce airborne contaminants, including particles containing viruses. Portable air purifiers may also be purchased to increase the indoor air quality at HCCS.

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.*

Heritage Community Charter School believes that in-person learning is the best way to address learning loss. HCCS will implement a K-8 summer school program that will be offered to students who have experienced the most learning loss. The leadership team will use Spring Student achievement data to identify the students who will qualify for the summer school program. ARP ESSER funds will pay for teachers, bussing and supplies.

Another priority for the ARP ESSER funds is to launch the HCCS library. Allowing students to have access to HCCS library books will increase their opportunities to read books of their choice. Additional time reading will directly improve their academic achievement.

The team also identified the need for K-8 science materials (curriculum or kits) to allow students to have access to a systematic, engaging and rigorous science program.

Hiring additional paraprofessionals will also be a priority for HCCS. Hiring additional paraprofessionals will allow for timely targeted interventions and smaller group size during school-wide reading and math intervention blocks.

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.*

Section 2001 (3) of the ARP Act permits district to use the ARP ACT ESSER III funding not reserved for learning loss in a variety of ways. The HCCS team has developed a prioritized plan to support student success.

The team identified the need for additional spaces for student support. HCCS will work with a contractor to build a minimum of 3 enclosed office spaces in our front lobby. We will turn the current principal's office into a multi-purpose conference room. One of the purposes of the conference room will be providing sufficient space for the School Counselor to meet with small groups of students and/or families to address social and emotional needs. Currently the school counselor does not have sufficient space to meet with more than one student at a time. The conference room will also be used as a student achievement data room. As part of our school-wide effort to monitor student progress, we will be able to post student data on a monthly basis to review progress and the effectiveness of the interventions being implemented (the posted data will be covered when not in use to protect student privacy).

The additional office spaces will also allow us to move the IT Director into a new space and provide students with a health screening station (the current office of the IT Director) in the front office. This will give students a private location to be evaluated, rest and wait for parent pick-up.

Additionally, the team identified the need to add an outdoor pavilion to be used as an outdoor classroom in our school garden area. We will also focus some funds to improve our school garden space to increase the opportunities for outdoor learning. Research suggests that outdoor learning spaces have a positive correlation to students' mental, emotional and social well-being.

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.*

HCCS administration, School Counselor, SPED teachers, EL teacher, RTI team and PLC team leaders will work collaboratively to continuously monitor the implemented interventions to ensure the needs of all students are considered. The district will continue its partnership with BPA Health to provide the Student and Families Assistance Program for our students and their immediate families. This program provides students and families access to 5 free counseling visits per concern. The school counselor will also provide assistance to all students impacted by the COVID-19 pandemic by providing classroom guidance lessons and individual and/or small group solution-focused time with students.

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.*

Monitoring student progress and the effectiveness of strategies/interventions implemented is a critical component of student success at HCCS. HCCS utilizes a variety of assessment measures to determine student progress. All students, K-8, participate in monthly reading assessments delivered through ISIP (Istation Indicators of Progress). For math, students take the i-ready

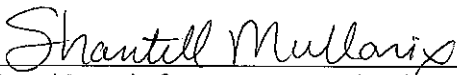
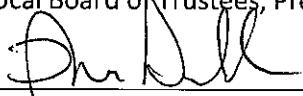
diagnostic three times per year, with growth monitoring checks on a monthly basis. Elementary students (K-5) are screened with the CORE Phonics Survey to determine areas of need. Teachers also use classroom assessments and ISAT interim assessments to determine student progress. HCCS teachers participate in weekly Professional Learning Community (PLC) meetings where student progress is the main focus. HCCS also has an experienced Response to Intervention (RTI) team that meets twice per month to identify students who need additional support and intervention. This year, critical members of the RTI team (SPED and Title 1 teachers) are meeting with PLC groups once a month where they will collaborate with classroom teachers to identify students needing intervention. The RTI/PLC team will complete a PLC Pre-RTI form that identifies specific areas of concern, interventions, progress monitoring, parent communication, etc. This partnership will create a more robust approach to monitoring student progress.

HCCS also has a Middle School At-Risk Intervention team. This team prints at-risk reports each Monday that identifies students who have D's and F's. The team communicates with teachers to determine the cause of the grade and then assigns the students' advisory teacher to collaborate with the student and parent to create a plan for increasing the students' grade.

## 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: Shantell Mullanix	
Superintendent/Charter Administrator Signature: 	Date: October 14, 2021
Local Board of Trustees, President's Printed Name: Robb MacDonald	
Local Board of Trustees, President's Signature: 	Date: October 14, 2021

**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.**