



## 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:** Xavier Charter School #462

**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.*

Xavier Charter School (XCS) has worked diligently to collect a wide range of community ideas and input in the development of the ARP plan. The use of the ARP funding has been an agenda item in the meetings of our Board of Directors starting in July of 2021 and continuing into October of 2021.

The leadership team made an effort to ensure that all stakeholder groups were included and had an opportunity to provide ideas and feedback in the plan. A committee was selected and convened to come up with ideas for the funding. Committee members included the following representation:

- Head of Schools/Elementary Principal
- Assistant Head of Schools/Secondary Principal
- Special Education Teacher (K-12)
- Title III/ELL Coordinator
- Title I Coordinator
- School Counselor
- Facilities Director
- Elementary Parent
- Secondary Parent
- District Business Manager
- Homeless Liaison

Once the draft of spending ideas was completed a survey that included all committee ideas was created to allow for public comment. The survey also included an opportunity for survey participants to add additional ideas that the committee may not have considered. The survey was made available to all staff members, parents, board members, and a group of secondary students. All surveys and feedback was submitted by September 29th, 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) guidelines<sup>1</sup> for reopening and operating schools for in-person learning.*

The ARP funding will be combined with additional district funds to continue to create and maintain the safest and cleanest environment possible at XCS. We have a designated administrative position dedicated to communicating with the South Central Public Health District in an effort to track the spread of the virus and to stay current on CDC and public health recommendations in order to limit the spread of the virus. Based on recommendations, committee work, and stakeholder feedback XCS will use ARP funds to continue and implement the following prevention and mitigation strategies:

- Readily available hand sanitizer
- Bottle filling stations to replace drinking fountains
- Installation of HEPA air filters in the heating/ventilation systems
- Enhanced cleaning/sanitation procedures including proper supplies and equipment
- PPE available to staff/students/visitors
- Create and post materials related to stopping the spread of the virus
- Provide barriers as needed to protect staff and students during high risk of spread designations
- Purchase additional playground equipment in order to be able to separate and appropriately social distance grade levels at recess during high risk of spread designations
- Purchase picnic tables and cafeteria tables so students can eat outside when weather permits and alleviate crowding in the cafeteria in an effort to appropriately social distance during times designated as high spread risk
- Purchase additional tables/chairs for classroom use so class can be held outside when weather permits and alleviate crowding in an effort to appropriately social distance during times designated as high spread risk
- Remodel administrative/office areas where space is shared between several staff members in order to appropriately social distance

It is important to point out that the spread of the virus and the new variants may change recommendations from the CDC and the public health district. We will continue to review our Back To School plan at our monthly board meetings in order to adjust to any new information as necessary.

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,*

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

*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.*

XCS will utilize ARP funds to address learning loss by students through the creation of additional learning and remediation opportunities, hiring of increased staff, and the purchase and implementation of intervention curriculum in English/Language Arts and Math. XCS will identify and target students across all demographic lines that have been most impacted by Covid-19 and have the most significant learning gaps and need for additional assistance to catch up to peers. This identification will utilize data from a variety of assessment and achievement sources. The focus of the additional learning opportunities will be in the areas of Math and English/Language Arts. Staff at all grade levels will be given the opportunity to collaborate and select the research based interventions that are age appropriate and will best fit the needs of their students.

Below is a list of the uses of ARP funds to address learning loss due to Covid-19:

- Increase pay for paraprofessionals that work with students on an academic level to address gaps and deficiencies in learning to better retain them on our staff
- Use the increased paraprofessional pay to actively recruit additional academic paraprofessionals to our staff to serve a greater number of students at an individual or small group level
- Begin afterschool homework clubs and start an academic Saturday School program that addresses learning gaps and deficiencies for various grade levels.
- Hire a half time special education instructor to better serve the population of students with the greatest barriers to learning
- Purchase a bank of laptops that secondary students may check out to take home after school and on weekends for homework and remediation purposes
- Purchase age appropriate Math and English/Language Arts research based intervention programs after staff collaboration to determine what will best meet the needs of students
- Pay secondary students to serve as before and after school tutors
- Professional development for staff to address interventions for at risk and struggling students
- After school interventions and additional instruction for ELL students as needed

The goal of this section is catch students up to grade level or to make significant progress towards grade level by the end of the grant cycle. The leadership team will regularly review and monitor progress towards this goal and report to the Board of Directors quarterly.

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.*

XCS recognizes the importance of proactively addressing issues and problems that exist and continue to arise due to the pandemic. In addition to the previously identified uses of the ARP funds we will also be utilized in the following ways:

- Hire an additional half time school counselor to address the drastically increased student demand for counseling services that has come from the pandemic
- Purchase a research based counseling assistance program that can be utilized both at school and at home and allows for enhanced communication between school and home.
- Purchase an employee assistance program that can aid school staff when mental health needs arise
- Hire an additional half time IT employee to aid in the increased maintenance and operations of the school network and technology equipment that has greatly increased as result of the pandemic
- Hire a part time school nurse to assist with contact tracing and training on virus mitigation strategies and best practices
- Provide training/materials to House and Character Club leaders in how to utilize peer interactions to help struggling and at risk students
- Provide support to staff including: stipends for additional duties related to the pandemic, providing competitive salaries, retainment incentives, competitive substitute teacher pay
- Maintain and operate schools during the pandemic

This plan will be reviewed by the Board of Directors quarterly and any changes or adjustments may be made to ensure that the funds are being used in the most effective way possible.

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.*

All resources and intervention programs will be approved by the district leadership prior to purchase to ensure that all are research based and address the needs of our students. District administration will also ensure that all necessary professional development is given to staff for any intervention program or curriculum purchased.

XCS currently utilizes and will continue to support a comprehensive assessment system to target students that are at risk or struggling as well as the specific areas where the most support or assistance may be needed across all demographic lines. The data from the assessments is analyzed by grade level and subject area teams as well as at the district administrative level to ensure that progress is being made and that interventions are effective.

XCS will utilize ARP funds to better support the increased need for behavioral and mental health support for students, and also better support the mental health needs of staff through previously mentioned funding items. The need for these services in both students and staff has significantly increased due to the pandemic.

As all plans and interventions are implemented the administrative team will review progress and goals and report to the Board of Directors quarterly. At that time changes or adjustments may be considered to better support students and staff as effectively as possible.

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.*

XCS uses a variety of assessment tools annually to assess student progress and growth as a grade level, subject area, or school population. We also utilize our assessment tools to assess progress and growth across demographic and sub group lines. This data is utilized by class room teachers, grade level teams, subject area departments, and administrators and is regularly presented to the Board of Directors. Assessment tools that are utilized are as follows:

- IRI
- Istation
- Star Testing
- ISAT-interim and summative
- SAT

If determined by instructional staff and approved by administration additional research based assessments may be purchased and implemented with the ARP funds to better identify at risk students, target areas of need and track progress.

All assessment plans will be reviewed regularly by the administrative team and reported to the Board of Directors quarterly. At that time changes or adjustments may be considered to better support students and staff as effectively as possible.

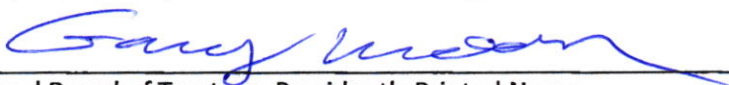

## Section 2: Assurances

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	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>



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.		
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: Gary Moon	
Superintendent/Charter Administrator Signature: 	Date: September 29, 2021
Local Board of Trustees, President's Printed Name: Debbi Burr	
Local Board of Trustees, President's Signature: 	Date: September 29, 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.**