Certification and Agreement for Funding for the American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER)

BACKGROUND

Purpose

The American Rescue Plan Act (ARP) 2021 was signed into law on March 11, 2021 and provides an additional $122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. This new funding is intended to help local education agencies safely reopen schools, measure and effectively address accelerated learning, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

Although the ARP ESSER uses of funds are similar to those for ESSER I and ESSER II, there are important distinctions between the ARP ESSER and other ESSER programs, including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address accelerated learning. LEAs may plan to use all remaining ESSER I and ESSER II funds before making use of the ARP ESSER funds, given the shorter remaining period of availability, however this is not a requirement. Please consult the accompanying fact sheet to learn more about the ARP ESSER program.

As part of the required state application for the U.S. Department of Education, USBE leaders met with a diverse group of stakeholders to get input on statewide needs in May 2021. USBE identified the following three issues currently facing students and schools across Utah as a result of or in response to the COVID-19 pandemic. We urge LEAs to consider these priority areas in designing plans for the use of ARP ESSER funds.

1. Student mental health and social emotional needs including student health foundations and protective factors.
2. Missing or Disengaged Students in K-12
3. Literacy

The ARP ESSER funds require that an LEA engage in meaningful consultation with stakeholders in the development of this plan. The LEA will assure that the public has been provided the opportunity to provide input to the LEA ARP ESSER plan, that the LEA has taken the public input into account, and that the local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Federal Allowable Use Cases

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:
- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ARP ESSER award?

The use cases as described in the federal American Rescue Plan legislation is detailed below. In addition, LEAs may consider the following [companion guidance that was created by the Hunt Institute](#) to support states and LEAs.

Uses of Funds. —A local educational agency that receives funds from ARP ESSER:
1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311(b)(2)(B)(xi)](#)), students experiencing homelessness, and children and youth in foster care; and

Shall use the remaining funds for any of the following:
2. Any activity authorized by the Elementary and Secondary Education Act of 1965.
3. Any activity authorized by the Individuals with Disabilities Education Act.
4. Any activity authorized by the Adult Education and Family Literacy Act.
5. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
6. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
7. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
8. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
9. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
11. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

12. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

13. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

14. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

15. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
    (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
    (ii) implementing evidence-based activities to meet the comprehensive needs of students;
    (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
    (iv) tracking student attendance and improving student engagement in distance education.

16. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

17. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

18. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

19. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Non-Allowable Use Cases

The Department generally does not consider the following to be an allowable use of ESSER funds, under any part of section 313:
1. subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs
2. expenditures related to state or local teacher or faculty unions or associations

Funding

The USBE intends to award funding to eligible LEAs based on FFY 2020 Title I-A allocations as directed by the U.S. Department of Education. The USBE has also established a base allocation for all LEAs using the state set aside as we did with the original ESSER I and ESSER II awards.

> *One-Time Funding*
> LEAs should note that the ARP ESSER is one-time funding that must be utilized by September 30, 2023 and plan expenses accordingly.
>
> *(Please note, due to the federal Tydings Amendment, awardees have an additional 12-months to submit final reimbursement paperwork, which is the 09/30/24 date referenced in the fact sheet. We are encouraging all of our LEAs to make plans to spend by the end of the award period 09/30/23.)*
>
> *Equitable Services:*
> An LEA that receives ARP ESSER funds under this grant is not required to provide equitable services to non-public school students and teachers with the ARP ESSER funding. The Utah State Board of Education is administering the new Emergency Assistance for Non-Public Schools ([Utah EANS Website](#)) program, which allows non-public schools to seek equitable services directly from USBE.
>
> *Maintenance of Records:*
> Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs original ESSER I funds awarded in 2020 and ESSER II awarded in 2021.

Application Deadline: September 17, 2021 at 5:00 PM in the Utah Grants Management System

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

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LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

Legal Name: Walden School of Liberal Arts

Contact Information for LEA Representative

Name: Diana West

Position & Office: Superintendent

Address: 4266 N University Avenue, Provo, Utah 84604

Telephone: 801-623-1388

Email address: diana@waldenschool.us

PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

1. **UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs**

   USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

   A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

To determine Walden's most critical needs related to COVID-19, Walden gathered and reviewed baseline assessment and achievement data from FY19 and available data from FY20. We also reviewed raw scores from the FY21 administrations of RISE, ACT, and UA, and FY21 Acadience EOY data. We also gathered feedback from our comprehensive at-risk tracking databases and solicited input in stakeholder focus groups about COVID-19 impacts, including students, parents/guardians, faculty, staff, and administrators.

Based on data and stakeholder feedback, the following emerged as Walden most urgent needs for mitigating the impact of COVID-19:

- A need to recover missed learning. Absenteeism and hybrid/online instruction resulted in dramatically lower proficiency levels in all grades and nearly three times the average number of failed classes at the secondary level.

- A need for additional paraprofessionals to support student learning in inclusive classrooms with a large proportion of at-risk students.
- A need to accelerate learning to cover materials that were missed due to absenteeism, online/hybrid learning, and disengagement during the FY21 year. Year-end data from Acadience and raw data from RISE and UA clearly show that our students missed learning content for far too much of the 2020-21 year. Consultation with teachers confirms that our hybrid and online learning programs made it difficult to cover all the required content. Many teachers reported that, despite monumental efforts on their part, most found it difficult to cover even two-thirds of what they normally would have covered. Student absenteeism exacerbated the problem. This lapse is reflected in dramatically lower proficiency levels.
- A need to keep class sizes small in our secondary STEM classes. Twenty-one percent of our students are served by IEPs and 42% are from low-income families. Because our classes are inclusive and serve both general ed and special education students, it is nearly impossible for teachers to meet the widely diverse needs of our students when class sizes are larger than 22-24 students. In the past we have used USTAR/MOST funding to help meet this need, but this funding was lost during the emergency legislative session at the onset of COVID-19.
- A need to continue offering accelerated STEM courses made possible through USTAR/MOST funding. These classes are essential to meeting the needs of our college-bound students. These classes are taught during teacher prep periods and reduce overall class sizes in all high school STEM classes.
- A need for robust mental health support for all students—particularly our large populations of LGBTQ and low-income students and those being served by 504 plans. The COVID-19 year significantly increased the need for mental health services and supports. We are proposing the addition of a part time mental health coordinator to create and run a new student support center focused on student well-being.
- A need for greater academic support for our juniors and seniors. Many of these students failed classes last year which will make it difficult for them to graduate without competency-based and other credit recovery options available to them. We are proposing the addition of a part time college/transition advisory position in a new Student Center, the creation of competency-based learning models, and paraprofessional support to help students recover lost credit.
- A need to support continued facility costs necessitated by health and safety protocols required by state and federal regulations. We propose continuing to fund two additional part time cleaning staff and cleaning & PPE materials & supplies.
- A need to provide better communication for our families and to add competency-based curriculum for mathematics and literacy to our website.

More detailed explanations of the strategies for meeting each of these needs is outlined later in this application.

ARP ESSER Team & Board Determination

Our ARP ESSER III team drafted an initial plan to mitigate the impacts of COVID-19 using federal ARP ESSER III funding. This draft plan was shared with all stakeholders via email on August 4th. Based on stakeholder feedback, the plan was revised and presented to the Board of Trustees. After discussion and minor revisions, the Board of Trustees approved our ARP ESSER plan on 8/18/2021.

Assessment Data

Our ARP ESSER plan focuses, largely, on supporting students academically and helping them to learn content and skills that they missed learning during a year of hybrid and online learning. Mathematics will be a primary focus, but language arts will also be addressed. FY 2021 year-end raw assessment data is extremely disappointing. If the scores sent on September 7th hold true, our proficiency rates plummeted in FY 21.

FY21 Raw Assessment Data

Elementary RISE Scores (Grades 3-5)

Math—29 of 84 students tested proficient in Math (34.5%)

Language Arts—35 of 84 students tested proficient in Language Arts (41.6%)

Middle School RISE scores (Grades 6-8)

Math—10 of 80 students tested proficient in Math (12.5%)

Language Arts—23 of 78 students tested proficient in Language Arts (29.5%)

High School UA Scores (Grades 9-10)

Math—11 of 62 students tested proficient in Math (17.7%)

Language Arts—27 of 66 students tested proficient in Language Arts (40.9%)

Failed Classes

Sixty-two 9th- 12th graders (43.3% of our high school students) failed two or more classes before intervention and 33 (23.1%) after intervention.

Stakeholder Feedback

Walden considered all public comment in this meeting. Most comments were supportive of the plan. Stakeholders were particularly enthused about plans for a Student Wellness Center to support student mental health. Very few stakeholders offered suggestions for revisions to the draft plan, but the ARP ESSER III team considered all suggestions carefully and made some revisions based on this feedback. The following suggestions led to discussion and to revisions to the ARP ESSER plan:

1) *One parent suggested that we fund more outdoor activities. The ARP ESSER team and Board agreed and proposed that we devote funding from our 21st Century grant for more outdoor opportunities (this would not affect the ARP ESSER III Plan).*

2) *One parent was unsatisfied with our communications systems and thought that we should allocate funding for better communications (she suggested that she could fill a position to manage this) . The ARP ESSER team subsequently added support in the plan to fund a limited position for someone to help update our website and to keep it current. The school has already invested heavily in communications systems and they did not feel the need to spend additional funding for a communications position. Walden already has multiple systems of communication available and the team felt that a website that is kept more current will fill most gaps. It's worth noting that this was a parent who is new to the school this year. We reached out to her to better understand her perspective and subsequently learned that our Blackboard Communication system was not adding new students and their families as we added them to SIS. She truly was not receiving our communications. We are working to resolve this issue.*

3) *One parent expressed concern that her gifted child fell behind academically last year and suggested that we allocate funding to provide tutoring for gifted as well as at-risk students. The ARP ESSER team acknowledged this concern and discussed additional ways that gifted students can be served this year through both school-day and after school programs. We realized that our proposal left a strong impression that any paraprofessional support that we had added would only support students at-risk for academic failure. In fact, instructional support personnel and PCBL credit recovery learning modules can be used by both struggling and accelerated students. However, the support that parapros provide is currently only offered during class. It is not offered as private tutoring outside of school hours. We __do__, however, provide math and literacy support after school and will continue to do so. This support is open to all Walden students and is often used by gifted students. We can potentially bolster that support with ESSER funding if we determine that the program we have created is not fully meeting the needs of all students. We did recognize that we have a need for more academic counseling and support for college bound students who have lost credit due to the COVID-19 epidemic and hybrid learning. Ultimately we chose to devote additional ESSER funding to paraprofessional or other support to help college-bound students recover missing credit using our PCBL learning modules.*

4) *Finally, our own special education K-8 director expressed a need for a social worker to serve our special education students. Our ARP ESSER team recognized the need for far more social work/mental health support for our students. This is why we had proposed adding a part time mental health/social work professional through this ESSER III plan. We were concerned about assigning a social worker exclusively to special education. Walden is working to provide an inclusive environment and would like to provide support to any student with needs, regardless of ability. We discussed using IDEA funding related to the American Relief Plan that could be allocated for additional special education support for this upcoming school year.*

2. **DESIGN: LEA ARP ESSER Plan and Aligned Budget**

   In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

   A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

   The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
    o Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
    o Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
    o Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department's What Works Clearinghouse (available at https://ies.ed.gov/ncee/wwc/) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the "demonstrates a rationale (tier 4)" level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp.

i. **Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.**

Our ARP ESSER III team has chosen to address accelerated learning through the implementation of evidence-based supports as outlined in Goals 1 & 2 of the plan:

Goal #1: Address learning loss (accelerated learning) for all students, with a particular emphasis on serving Walden's special populations and students at risk for academic failure.

We would like to reserve $94,000 of ARP ESSER III funding ($47,000 annually) to secure the services of four or five part time instructional aides to support accelerated learning for students who have fallen behind in academic learning due to the Impacts of COVID-19. These aides will focus their efforts on supporting students who have fallen behind due to extensive absences or who were not successful in negotiating online learning last year. Because Walden is committed to an inclusion model of instruction, it is imperative that we have paraprofessional aides to support our high number of students who have learning or behavioral disabilities. These students have been strongly impacted by COVID 19 disruptions. Research shows that paraprofessionals can be particularly helpful at engaging students and serving as student advocates in high-needs communities (PhD et al., 2010; Rusch et al., 2019).

Our focus will be on providing one-to-one and small group tutoring in mathematics and literacy. These aides will provide Tier 1 and 2 interventions in several of our 1st-12th grade classrooms—specifically in classrooms that have a high percentage of students who need remedial support. Walden teachers and paraprofessional aides work collaboratively to introduce curricular concepts and strategies to students, then to support those students

as they work in small groups and independently to master content and skills. The support of paraprofessional aides is essential in inclusive multiage classrooms composed of students with a wide range of abilities and learning needs. Currently 21% of Walden students are served by IEPs.

Walden is a Title 1 school where 42% of students qualify for free or reduced lunch. Racial demographics are fairly representative of the local population, but the socio-economic status of our families is, on average, lower than that of the surrounding community. As a Montessori school, we tend to attract students from families who are seeking a less traditional setting. Historically, this has meant that we have attracted many students who struggle academically or socially/emotionally in their neighborhood schools. These students seem to feel safe in multiage classrooms where progress monitoring is valued above year-end assessment and students are helped to succeed on an individual basis. Over the past two years, Walden has seen a tremendous influx of students with a profound need for extra academic and social support. The advent of COVID-19 and hybrid/online learning was particularly difficult for these students.

We would also like to use $10,000 ($5,000 annually) to secure the services of curriculum professionals to create language & literature and mathematics credit recovery modules for our high school students. A portion of funding may be used to pay for a few students to access online curricula through third-party vendors. Two of the part time ARP ESSER III paraprofessional aides will work exclusively with high school students to support them in accessing and completing these personalized, competency-based learning modules that are being developed. One will focus on offering mathematics support and another on language arts.

- **Allowable Use Case #7:** Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- **Allowable Use Case #15:** Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  > (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
  > (ii) implementing evidence-based activities to meet the comprehensive needs of students;.

Total Salaries: $104,000 ($52,000 annually) Use Case #15

Total Benefits: $9,400 (Social Security, Medicare, Worker's Compensation, SUTA) Use Case 15

Total for Goal #1: $113,400

Goal #2: Provide greater one-to-one instructional support in secondary math and science classes by replacing USTAR/MOST funding lost during the emergency legislative session due to COVID-19.

We propose that $132,400 of ESSER III funding ($66,200 annually) be used to fund six additional high school and two additional middle school STEM classes. The six high school classes were previously funded through USTAR.

USTAR funding allowed us to compensate faculty members for teaching additional math and science classes that we would not otherwise have been able to offer. Walden relied on USTAR funding for over a decade prior to the advent of Covid-19 and we came to depend on this funding to reduce class size and to offer accelerated learning. This funding also served to supplement the salaries of three or our highly skilled math and science teachers who might not otherwise stay in the teaching profession by letting them teach during their preparation periods. These additional classes keep Walden's HS STEM class sizes small and allow for greater differentiation and student support for our diverse population in inclusive classes, including students with disabilities (21%) and those from low-income families (42%). Sadly, USTAR/MOST funding was eliminated by the legislature at the beginning of the pandemic and has not been reinstated.

ESSER III funding will make it possible to to continue offering the following classes:
- IBDP Math—an early college math class that teaches calculus and college algebra
- IBDP Statistics—An early college statistics class.
- Discrete Mathematics—A non-traditional, project-based, higher level math class for students who struggle with Mathematics 3 and who need more individualized instruction.
- Math 1 (2nd section)—Reduces class size to under 22 in 9th grade math classes.
- Math 2 (2nd section)—Reduces class size to under 22 in 10th grade math classes.
- Biology (2nd section)—Reduces class size to under 24 in Biology classes.

ESSER III funding will also make it possible to add one part-time teacher at the middle school level. This will reduce class size in our 7th and 8th grade math classes to under twelve and will allow for more one-to-one instructional support for students. This is our area of greatest need. Our middle school students were particularly hard-hit by the impacts of COVID-19. Raw data indicates that only 10% achieved proficiency in mathematics in Spring 2021. Adding a third section to both classes will allow teachers to provide individualised support to students with a wide range of abilities in inclusive classrooms.

- **Allowable Use Case #7:** Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- **Allowable Use Case #15:** Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
    (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
    (ii) implementing evidence-based activities to meet the comprehensive needs of students;.

- **Allowable Use Case #19:** Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Total Salaries: $132,400 (Use Case 19)
Total Benefits: $38,000 (Social Security, Medicare, Worker's Comp, SUTA, Medical, 403b) Use Case 19

Total for Goal #2: $170,400

ii. **Please complete the table below for each of the activities that you will be pursuing to address learning loss.**

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) -	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
Paraprofessional instructional support to provide additional tier one and two support for students in grades 1-3	*August 2021-August 2023*	$24,000	*End of Year (EoY) Acadience Reading Scores for students in grades 1-3 in the yellow or red ranges disaggregated by student subgroup*	FY 19 data Acadience literacy scores show Blue 37.8.% Green 11.8% Yellow12.6% Red 29.4%	Acadience literacy scores will improve to: Blue 38% Green 22% Yellow 30% Red 20%
Paraprofessional instructional support to provide additional tier one and two support for students in grades 4 & 5	*August 2021-August 2023*	$24,000	*End of Year (EoY) Rise Language Art & Math scores for students in grades 4-8 disaggregated by student subgroup*	FY 19 data Grade 3-5 RISE proficiency: LA 36% Math 39%	*RISE proficiency will improve to:* LA 40% Math 42%
Paraprofessional instructional support to provide additional tier one and two support for students in grades 6-8	*August 2021-August 2023*	$24,000	*End of Year (EoY) Rise Language Art & Math scores for students in grades 4-5 disaggregated by student subgroup*	FY 19 data Grades 6-8 RISE proficiency: LA 56% Math 46%	*RISE proficiency will improve to:* LA 60% Math 48%

Paraprofessional instruction to support credit recovery & accelerated learning in grades 9-12	*August 2021- August 2023*	$24,000	*End of Year (EoY) UA Language & Math scores for students in grades 9 & 10 disaggregated by student subgroup*	FY 19 data Grade 9-10 RISE proficiency: LA 53% Math 34.5%	*RISE proficiency will improve to:* LA 56% Math 40%
Create and operate an in-house PCBL Credit Recovery Program for students at-risk of failing/dropping out. (One or two paraprofessional aides will support this program)	*August 2021- August 2023*	*$10,000 for program development* *$46,000 for paraprofessional support to run the program*	*Disaggregated data showing number of students served by program.* *Data showing total number of credits recovered in each subject area.*	*FY 19 data* *23 students earned .25 recovery credits. Seven earned .50 credits for a total of 9.25 credits*	*At least 30 students will be served; 28+ credits will be recovered in core subjects.*

iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?

During the FY 2020-21 year of unpredictable COVID-19 interruptions and hybrid learning, many Walden students struggled to stay engaged. Prior to March 2020, when COVID-19 emerged, nearly 70% of our secondary students had already been identified as at risk for academic failure, but last year saw a sharp increase in failing grades and absenteeism. Our most urgent push right now is to ensure that our high school students can find a reasonable path forward to graduate. This will be especially difficult for students who already struggle to stay on track. As a PCBL school in Cohort C we are quickly developing PCBL learning modules that include portfolio work and competency-based assessments. Students can complete these modules independently (.25 credit per module) to recover missing credit. Paraprofessional aides are available to support students who choose this option.

We will measure the success of this program based on the number of students who access and successfully complete these PCBL learning modules (.25 credit per module). Our hope is that at least 30 of our 142 high school students will recover 30 or more missing credits (120 modules). We are excited to tailor our PCBL modules to the unique needs of our at-risk populations—especially the 42% of our students who are from low-income families, 21% who have learning or behavioral disabilities, and those with mental health challenges.

Our primary focus this school year will be on our seniors who are struggling to graduate. If we discover by mid-year that our PCBL credit recovery program is not as effective as we hoped, we will find a way to help students to access more traditional credit recovery options, including summer school and online courses. We will also offer substantial support during our two-week Wintersession break, when we suspend regular classes—generally to offer more focused workshops and classes built around student interests.

We will use traditional year-end assessments (Acadience, RISE, ASPIRE) to measure student progress in math and literacy in grades 3-12. Mid-year Acadience and Galileo assessments will help us to gauge progress in our elementary and middle school populations. If additional support from paraprofessional aides is not yielding results, we will consider additional strategies and supports—such as more after school tutoring and summer programs—to better support our students.

How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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 and youth in foster care, and migratory students? USBE encourages LEAs to reference their needs assessment to support their narrative.

> *Walden is a place where social, emotional and academic growth are valued equally, a place where students see possibilities, make meaningful choices, take risks, and emerge with a stronger sense of identity, belonging and purpose. It is a place where critical thought, creativity and independence are nurtured; where empathy, cultural awareness and tolerance are valued. Our purpose is to develop capable, globally minded citizens who are dedicated to making positive contributions to society.*
> —*Walden Mission Statement*

Walden's mission statement and our Strategic Plan (based on our Needs Assessment) clearly address our commitment to serving the social, emotional, and mental health needs of all students, including those from low-income families, students with disabilities, students of color, and those who are homeless, fostered, or migratory. The Equity goal and action steps in our Strategic Plan illustrate this commitment:

Equity Goals:

Goal #1: *Walden will ensure that all school programs, policies, curricula, and pedagogical practices will employ equitable and inclusive practices that honor student diversity:*
- **Action Step #1:** Key personnel will attend USBE's Equity Lab and will, in turn, provide training to all Walden personnel.
- **Action Step #2:** Walden's board, administration, and faculty will take steps to ensure equitable access and inclusion in K-8 enrichment programs, CTE pathways, IBDP, and other accelerated academic opportunities.
- **Action Step #3:** Walden's assessment director will provide Walden teachers, counselors, and administrators with disaggregated assessment data to guide them in supporting Walden's special populations.
- **Action Step #14** (High School): Provide a broad range of high-interest, culturally relevant texts in every subject area throughout the curriculum.
- **Action Step #17**: Implement a family food & storytelling club. Families are invited once a month to share a special dish or recipe and explore their family heritage through food and stories. Once a month during after school club time.

Computer Science Initiative
- **Action Step #3** Create Diversity in the CS Faculty by actively recruiting candidates from traditionally underrepresented demographics.
- **Action Step #4** Target special populations, such as students with disabilities, low-income, or English Learner, to participate in CS classes and clubs.

Following is a sampling of some additional ways that Walden is equitably addressing the needs of at-risk students. The impact of COVID-19 has disproportionately affected students served by IEPs, low-income students, and those with mental health needs. ARP ESSER funding will support our efforts to provide these students with the support that they need to succeed academically and live productive and meaningful lives.

Inclusive Special Education Program

Walden has an unusually large population of students with disabilities (21%). We have worked diligently over the past two years to develop an inclusive special education program that provides a challenging and engaging learning experience for each student in inclusive classrooms, supporting individual growth in differentiated learning environments.

Mental Health Initiatives
Walden is actively working on implementing a student support center to better address both the academic and social/emotional needs of our students, with particular emphasis on addressing the mental health needs of our students who identify as LGBTQ and those who are served by 504 accommodations.

Inclusive Early College Program

Our early college IB program has always been inclusive. Our proportion of students with disabilities who participate has been roughly proportional to the percentage of IEP students in the school. This year we have committed to increasing participation by students experiencing economic disadvantage by 13%. We will be continuing initiatives developed in the Equity 2.0 lab. These initiatives were designed to remove barriers to participation in the IB per our school's goal of becoming an "IB for All" program. Additionally, we will be using evidence-based strategies targeted for supporting low-income students at both the classroom and school levels.

Plan for remainder of funds:

> Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System**.**

The remainder of Walden's ARP ESSER plan is outlined below in Goals 3-5. Each goal is aligned with at least one allowable federal use case.

Goal #3: Support facility needs for additional cleaning/disinfecting and PPE supplies as needed.
Walden continues to have elevated costs necessitated by health and safety protocols required by state and federal regulations. This funding would help to pay for a variety of health care and facility needs:
- 2 Additional part time cleaning staff: $46,000 ($23,000 annually)
- Related benefits: $3653.04 ($1826.52 annually)
- Cleaning & PPE materials & supplies: $8000 ($4000 annually).

  - **Allowable Use Case #6**: Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- **Allowable Use Case #8:** Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- **Allowable Use Case #10:** Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- **Allowable Use Case #16:** School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- **Allowable Use Case #18:** Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Total salaries for cleaning staff: $38,000 Use Case # 18)
Total salaries for wellness checks/health advocate position:$8,000 (Use Cases #18)
Total benefits for cleaning & Health staff: $3653.04 (Use Cases #18)
Total Contract Labor for cleaning & safety: $6000 (Use Case #18)
Total supplies or clearing services: $8000 (Use Case #10)

Total for Goal #3: $63,653.04

Goal #4: Address Student Mental Health & Well-being
Walden has been working toward creating a dedicated student center to house our academic counselor, social workers, and health/mental health professionals. The center will house a student lounge and a meeting room where both our wellness committee and a newly-formed student advisory council can meet. Our Student Support Center will be a welcoming place for students—a safe refuge where students can find robust academic, mental health, and social/emotional support. ARP ESSER III funding will allow us to better support our at-risk students by allowing us to secure the services the following personnel to make this Center a reality: 1) A part time Academic Support Counselor to focus on transition needs for juniors and seniors; 2) A part time Student Well-being Coordinator to help build our mental health program and guide our efforts to ensure that our student social/emotional and mental health needs are met. For a broader understanding of this plan, read **Walden Student Support Center** below. We hope to use $124,000 of this ESSER III grant ($62,000 annually) to help support these positions.

- **Allowable Use Case 13—Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

Salaries: $98,000 ($49,000 annually) Use case 13
Benefits: $26,000 ($13,000 annually) Use case 13

Total for Goal #4: $124,000

Walden Student Support Center

The following information provides a broad overview of our purpose and intent.

Walden's mission statement pledges to nurture the academic, social, and emotional growth of students in equal measure. Fostering student well-being is central to everything we do.Our place-based education and strong focus on relationship-building speak to our holistic approach to education. But despite earnest efforts at creating community and offering support, including implementation of social-emotional learning curricula (CASEL, 2019) and the support of Wasatch Behavioral Health, ,many students still struggle with anxiety, depression, and even suicidality. To elevate our level of support, we have consulted with mental health and educational professionals and conducted a nine-month ethnographic study of our student community.

Prevention Needs Assessment data (Hanover, 2019) and internal study (West, 2020), confirm that an alarming number of teens are struggling with anxiety, depression, and suicidality. In interviews, young people have expressed a broad range of stressors, from family trauma, bullying and exclusions in neighborhood schools or communities (sometimes at a very young age). Utah teens have also expressed struggling with negative body image and academic stress. Too many are engaged in self-harming behaviors, self-isolation, and self-deprecating ruminations. This data is urgent and vital.

Interviews and focus groups have also shown how we might provide support: Students say they seek adult support most frequently during out-of-school hours, in the comfort and safety of the small-group communities found in smaller classes, and during extra-curricular activities such as Walden's after school clubs—places where student get to know teachers well and work side-by-side on passion projects. Students claim they are more open to seeking and receiving support during out-of-school hours. In surveys, both students and parents expressed a strong need for additional social and emotional support both during and after school.
As we have listened to and observed student behavior, both as educators and in formal study, we have learned that students who show the most resilience and have successfully battled depressive episodes and/or suicidality attribute their healing, in part, to a strong school community and to adult and peer support they have found both in classes and in CASA programming—especially during Walden's nature-based expeditions, after school clubs, and project-based activities (West, 2020). They expressed gratitude for the support of social workers, counselors, teachers and administrators who have reached out to offer help in times of need. However, many students indicated that they generally avoid seeking help on their own, worried about stigma surrounding mental illness and potential exposure to peers. Students reported not wanting to "bother anyone" with their mental health issues, a behavior common to youth (Aldridge & McChesney, 2018; Kutcher, Weist & Wei, 2015). Those students who continue to struggle with depression, anxiety and suicidality, are more likely than not to self-isolate and self-incriminate—behaviors consistent with research findings. At Walden, we are determined to provide appealing, creative, community-based clubs and events they can join to defuse such isolated suffering.

We are also determined to break the stigma of mental illness and have been working with Wasatch Behavioral Health to develop better systems of support for at-risk students during school-day and after school hours and throughout the summer. Research indicates that student well-being is strengthened when communities are strong, programs are holistic, students are treated respectfully, and are given purposeful and transformative work to do (Kutcher & Weist, 2015). Students are most likely to reach out for help from adults when they feel safe, seen, and respected. They are far more likely to participate in programs that they have helped to develop (Lerner, 2007). Armed with this knowledge, we are working to create a Student Support Center that will be available to support students throughout the school day and from 3:00 to 5:30 daily— a center for supportive services directed by an academic advisor and a social support professional and guided by a student advisory council. This Student Center team—adults and teens together,—will generate a well-spring of ideas for improved school-day and after school programming. Center staff will coordinate closely with families to create protective circles of care for students (CASEL, 2019). This Center will be the heart of Walden student life and will provide

educational guidance, one-to-one therapy, and a wide range of clubs, seminars, and workshops to foster the physical, social and intellectual well-being and growth of students, with the continuous guidance and support of our mental health partners. The Center will also provide educational programming for families.

Walden's primary focus for this Student Center will be to provide more robust social and emotional support for all of our precious students—especially those who are at-risk of academic failure. In a recent ethnographic study, students indicated, loudly and clearly, that they do not perform well in school when they are not emotionally and socially healthy (West, 2020)

Goal #5: Improved Online Communication with Families

The advent of Covid-19 has necessitated clearer, more timely communication with our students and families. It has also required us to move some of our learning materials online, including our PCBL learning modules for accelerated learning and credit recovery. Everyone at Walden wears so many hats that it's been difficult to adequately maintain our website. Recognizing how essential this tool can be in supporting student learning and in helping them to access classroom curricula and materials, we would like to devote $9,200 over two years to create a more accessible and useful website, to provide important resources for our students and families, and to encourage all student subgroups, especially those who are under represented, to participate in Walden's curricular and extracurricular programs

- **Allowable Use Case #15:** Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
    - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
    - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
    - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- **Allowable Use Case #19:** Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Professional Educational Services for Goal #5: $9200 (Use case 19)

3. Implementation and Policy

    A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the "LEA Response" within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	*https://coronavirus.utah.gov/mask/* *https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html* *https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109*	*Our LEA will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.*
Physical distancing (e.g., including use of cohorts/podding)	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102*	*We will continue to use the guidelines reflected in the COVID-19 school manual.*
Handwashing and respiratory etiquette	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111*	*We will continue to stress hand washing and respiratory etiquette as outlined in the COVID-19 school manual.*
Cleaning and maintaining healthy facilities, including improving ventilation	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84*	*We will continue to maintain healthy facilities, using the methods outlines in the School Manual.*

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf* - page 27-35	*We will continue to track cases of COVID-19 and require quarantine as instructed by our local health department.*
Diagnostic and screening testing	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf* -page 37-43; 46-51; 52-56	*We will provide diagnostic and screening testing as instructed by our local health department.*
Efforts to provide vaccinations to educators, other staff, and students, if eligible	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf* -page 57-59	*We will continue to encourage vaccinations for teachers, staff, and students aged 12 and over, following guidance from the COVID-19 school manual and our local health department.*
Appropriate accommodations for children with disabilities with respect to the health and safety policies	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf* -page 106, 109, 114	*<We will continue to provide appropriate accommodations for children with disabilities in accordance with their IEPs and USBE, Utah State, and Utah Health Department Guidelines.*

B. **Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

https://www.waldenschool.us/

4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

A. **LEA Description of GEPA Compliance**

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

Description of GEPA Compliance:

Walden School of Liberal Arts is implementing the following ARP ESSER plan to facilitate accelerated learning, mental health, and credit recovery for each of our students.It will also provide health and safety measures to mitigate the impacts of COVID-19. Each element of this plan considers the needs of all students, with special emphasis given to supporting at-risk sub-groups, including students with disabilities, students of color, students from low-income families, English Learners, and students who are homeless, in foster care, or migratory.

- We will add additional paraprofessional instructional aides to support accelerated learning for students in grades 1-12.
- We will offer additional sections of existing secondary STEM classes to reduce class size so that teachers can provide students with differentiated and individualized instruction in inclusive classrooms.
- We will provide additional high school STEM classes taught by teachers during their prep time. We will encourage participation and support for each student subgroup.
- A Student Center will provide mental health support and academic counseling services for students during after school hours. The center will focus on meeting the needs of each student subgroup through counseling, home visits, after school clubs and seminars, and family engagements events such as a FAFSA and scholarship seminar.
- An educational professional will provide Improved communication via our website. We will provide additional resources for students and families, online competency based curriculum, and will encourage students of all subgroups to participate in all curricular and extra-curricular programs.
- We will help to prevent the spread of COVID-19 among all students, staff, and families by adding two additional custodial staff members and a health advocate, and by providing adequate cleaning and PPE supplies to ensure the health and safety of our students and teachers.

Walden ensures that no student or teacher will be denied participation based on gender, race, national origin, color, disability or age. This ARP ESSER Plan includes the following:

ASSURANCES
The superintendent or charter school director assures the following:

Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
    i. students;
    ii. families;
    iii. school and district administrators (including special education administrators); and
    iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
    i. Tribes;
    ii. civil rights organizations (including disability rights organizations); and
    iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.

- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
  - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term "accelerated learning" in place of "learning loss" and assure that the use of this term is in alignment with the federal use of "learning loss."
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
  - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services.
  - Before making the plan publicly available, the LEA must seek public comment on the plan.
  - The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
  - The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
    - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
  - All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
  - The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek

funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: https://schools.utah.gov/coronavirus?mid=4985&aid=10

- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
  - the percentage of the total costs of the program or project which will be financed with Federal money;
  - the dollar amount of Federal funds for the project or program; and
  - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
  - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Fiscal Requirements

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
  - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
    - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
    - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
  - Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
    - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
    - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
  - Such local educational agency has a total enrollment of less than 1,000 students.
  - Such local educational agency operates a single school.
  - Such local educational agency serves all students within each grade span with a single school.

- ○ Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Reporting Requirements for ARP ESSER

As described in the Grant Award Notification ("GAN"), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.
  - ○ Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.

Records Retention

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

General Education Provisions Act (GEPA) Requirements for LEAs
Section 442 (20 U.S.C. 1232e) Assurances

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;
- In the case of any project involving construction—
  - The project is not inconsistent with overall State plans for the construction of school facilities, and
  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance on Lobbying (34 CFR part 82)

The undersigned certifies, to the best of his or her knowledge and belief, that:
1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). https://www.congress.gov/bill/117th-congress/house-bill/1319/text, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.	
Superintendent or Charter School Director (Typed Name): Diana West—Superintendent Lois Bobo— Charter School Executive Director	Telephone: 801-623-1388
Signature of Superintendent	Date: 09/15/2021
Signature of Charter School Executive Director	Date: 09/15/2021

Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.