



Good Foundations Academy
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American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER) Plan *Board Approved*

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.

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.

Good Foundations Academy will adopt the approved allowable use of ARP ESSER funds, based on stakeholder feedback, and upon approval from the Board. The approved plan will become Good Foundation Academy's ARP ESSER Plan.

The school's plan will use at least 20% of the ARP ESSER funds that have been awarded to implement evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool 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; based on what best meets the needs of the Good Foundations Academy community.

The activities that will be pursued to address learning loss will be a Kindergarten Extension Program and a Summer Learning Program. These programs will be open to students attending Good Foundations Academy with a goal to maintain or increase benchmark scores.

Success will be evaluated through looking at Acadience Reading and Math benchmark scores and progress monitoring scores. Progress monitoring will be a key factor in the success of the activities above so that instruction can be guided and changed as needed.

Good Foundations Academy will ensure that interventions implemented will be monitored carefully and frequently with documentation. Assessments will be done through a variety of resources to help determine instruction, interventions, and individual student needs. We will be using the Acadience Reading Benchmark and Progress Monitoring Assessments, Acadience Dibels Math Benchmark and Progress Monitoring Assessments, CKLA assessments, Phonemic Awareness Assessments by

Michael Heggerty, Waterford Assessments, Lexia Assessments, i-Ready Reading and Math Assessments, HMH Assessments, Sound Partners Assessments, and SIPPS to gather the data needed to guide the delivery of instruction in Tier 1, Tier 2, and Tier 3. Once each benchmark testing has been completed, the data from the results will be used to guide grade level PLC's to collaborate, create, and discuss plans on what to implement for Tier 1, Tier 2, and Tier 3 instruction that meets the needs of each student. This plan will be approved by the Executive Director after it has been reviewed with the Assistant Director. This plan will be reevaluated after completion of each benchmark testing to discuss changes that may need to be made. Interventions will be based off of benchmark data and progress monitoring data to help determine students needing Tier 2 and Tier 3 instruction. During the grade level PLC's, students will be identified, a plan of what interventions to be used will be created, and who will provide the interventions will be established to meet the needs of those disproportionately impacted by the COVID-19 pandemic.

Good Foundations Academy plans to use the ARP ESSER funds that have been allocated to mitigate the impact of COVID-19 on the students and families and to address the needs of our students in their loss of learning. Funds will be used to purchase any necessary items to reduce the risk and transmission of the virus, technology items as needed for students to learn successfully, training and salaries to help supplement learning by offering afterschool programs and/or summer learning programs. Good Foundations Academy will follow the following allowable use cases:

7. 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.
8. 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.
9. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
10. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
12. 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.
13. 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.
14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.

Good Foundations Academy (GFA) will comply with all requirements outlined in the General Education Provisions Act. GFA will administer funds in accordance with all guidelines and regulations established. All funds and property will be managed and recorded so that reports may be made available as needed to those vested needing access. GFA will provide reasonable opportunities for teachers, parents, and other interested parties in planning for the funds being allocated. Communication will be disseminated through several means of delivery so not to discriminate or exclude anyone in the GFA community. All funds will be used within the guidelines and not for profit in any way.