

ARP Grant Application

2021-2022

WALATOWA CHARTER HIGH



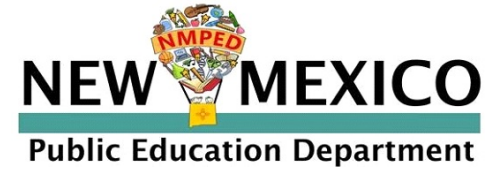
Contact Information		Budget Table	
District	WALATOWA CHARTER HIGH	ARP ESSER Award 2/3 rd Allocation	70057.34
District Code	552	ARP ESSER Award 2/3 rd Debit	70057.34
District Type	State Charter	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	kkommander@walatowahcs.org	ARP ESSER Award 1/3 rd Allocation	40429.57
Phone Contact	5052205169 (cell) - during Covid	ARP ESSER Award 1/3 rd Debit	40429.57
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss 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 (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	98 % of Walatowa High Charter Schools students are English Language Learners of which the majority of students enter High School several grades below grade level. The pandemic has exacerbated the achievement gap as the Pueblos were closed, hybrid learning could not be offered and internet connectivity continuously fluctuated.	14,011.47	In response to emerging, highly infective strains of Covid-19, all students and staff at Walatowa High Charter School are prepared for virtual and hybrid classroom settings. The school will continue its focus on providing high quality interventions with validated practices, monitoring student	8,085.91

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As part of WHCS's educational plan for SY2021-2022, the core NMDASH team in collaboration with the MLSS team and school community members completed a needs assessment as informed through various data collected (e.g. student absenteeism, student incomplete credits, staff shortages, student assessments in ELA and Math, parent and student communications, consultation with tribal education and behavioral departments). This data served as the basis for developing the priority needs statement and the NMDASH 90-day plans.

To make up loss of instructional time due and to support low proficient learners due to the pandemic WHCS has purchased high quality resources that facilitate individualized online learning with a focus on English, Math and Science. Each of these resources is aligned with Common Core State Standards (CCSS) and State Standards and is individually differentiated in

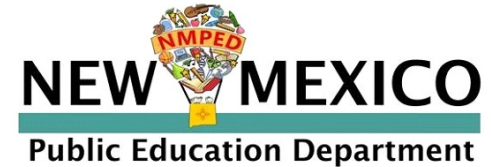
progress, and adapting and intensifying supports based on student data as outlined in the schools data-based, MLSS aligned, individualization (DBI) plan. WHCS's DBI plan builds on the systematic use and analysis of assessment data (e.g. IXL Learning, i-Ready Diagnostics, Reading Plus) to deliver and modify intensive interventions and described here: National Center on Intensive Intervention (2013) <https://intensiveintervention.org/>

Data-based individualization: A framework for intensive intervention. Washington, DC: Office of Special Education Programs, U.S. Department of Education. The analysis of assessment data will identify student subgroups struggling with specific areas in ELA and Math for which qualified

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the online classroom. Teacher shortages and reduced class sizes result in WHCS educators and administrators taking on additional responsibilities such as tutoring and reteaching as well as implementing rigorous data driven instruction based on individual student achievement gaps. To determine an educational baseline for each student specifically for core subjects as student reenter the school, each student will be assessed using various online diagnostic software grounded in evidence-based practices. These include:

- Integration of web-based adaptive iReady Diagnostic Assessments in English and Math
Todtfeld, D., Weakley, W. (2013). The Impact of Instructional Reading Technology Programs on Student Reading Achievement. Submitted to Department of Educational Leadership, Northwest Missouri State

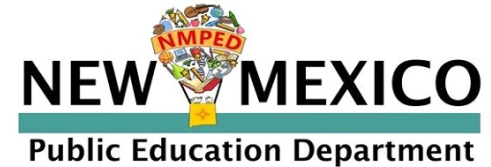
instructional coaches as determined by the schools NMDASH team will be assigned.

- Small Group tutoring
Fuchs, L. S., Fuchs, D., Craddock, C., Hollenbeck, K. N., Hamlett, C. L., & Schatschneider, C. (2008). Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem solving: Are two tiers of prevention better than one? *Journal of Educational Psychology*, 100, 491–509. <https://eric.ed.gov/?id=EJ807859>
- Intensive and individualized interventions for struggling students in English and Math provided by trained specialists
Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007)

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University Missouri
2020 Curriculum Associates,
LLC. All rights reserved. i-Ready
Personalized Instruction
Improves Students' Reading and
Mathematics Achievement
(Curriculum Associates
Research Report No. RR 2020-
45). North Billerica, MA:
Author. | 11/20 OK
Seabolt, Justin, "A Causal
Comparative Analysis of a
Computer Adaptive
Mathematics Program Using
Multilevel Propensity Score
Matching" (2018). Electronic
Theses and Dissertations. 6058.
[https://stars.library.ucf.edu/etd/
/6058](https://stars.library.ucf.edu/etd/6058)

- Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio over the past 15 years that demonstrates statistically significant effects on improving student outcomes. The program has been extensively validated in a wide range of districts and schools, with all key sub-

Organizing Instruction and
Study to Improve Student
Learning (NCER 2007-
2004). Washington, DC:
National Center for
Education Research,
Institute of Education
Sciences, U.S. Department
of Education.
[https://files.eric.ed.gov/full
text/ED498555.pdf](https://files.eric.ed.gov/fulltext/ED498555.pdf)

Washington, DC: National
Center for Education
Evaluation and Regional
Assistance, Institute of
Education Sciences, U.S.
Department of Education.
Retrieved from
<http://ies.ed.gov/ncee/wwc>

Allinder, R. M., Dunse, L.,
Brunken, C. D. &
Obermiller-Krolikowski, H.
J. (2001). Improving fluency
in at-risk readers and
students with learning
disabilities. *Remedial and
Special Education*, 22(1),
48–54.

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population groups of students, and for RTI/MTSS Tiers I, II, and III.

Meets WWC evidence standards with reservations Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc.

<https://tinyurl.com/82ypmy8v>

- Online IXL Real-time diagnostic tool:
Mislevy, J., Seftor, N., & Wei. X. (2021). IXL Math: Nonregulatory ESSA Standards Evidence Review & What Works Clearinghouse Standards Review. SRI.
<https://www.sri.com/publication/education-learning-pubs/ixl-math-nonregulatory-essa-standards-evidence-review-what-works-clearinghouse-standards-review/>

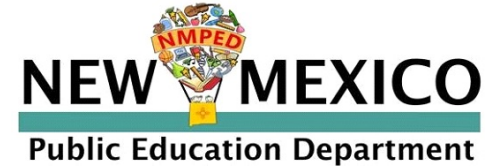
- ACT/SAT Test Preparation and Coaching Programs

Assessment of the Intervention Progress will be analyzed according to the school's 90-day NMDASH educational plan, which continues to monitor progress, evaluate progress and modify interventions as needed in an iterative fashion. WHCS will assess student growth and determine next steps in English and Math using i-Ready diagnostic software.

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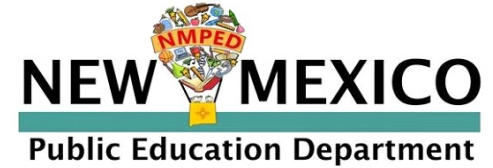


	<p>The effect of a test preparation course on the SAT scores of students at Saint Joseph Academy (Doctoral dissertation). Filizola, E. (2008). Available from ProQuest Dissertations and Theses database. (UMI No. 3309546). (WWC Review: Meets WWC standards, Tier 3)</p> <p>A computerized method to teach Latin and Greek root words: Effect on Verbal SAT scores. Holmes, C. T., & Keffer, R. L. (1995). Journal of Educational Research, 89, 47–50. Retrieved from: https://eric.ed.gov/?id=EJ522333 (WWC Review: Meets WWC standards, Tier 3)</p>			
Activities to address the Social Emotional Needs of all students	Yes		No	0.00
Activities to address the Academic Needs of all students	Yes	9,011.48	Yes	6,080.18
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00

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Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	Yes	5,000.00	Yes	2,005.73
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		14,011.48		8,085.91

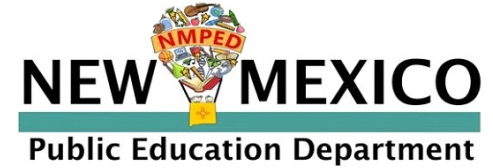
Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs	98 % of Walatowa High Charter Schools students are English Language Learners of which the majority of students enter High School several grades below grade level. The	WHCS will continue to monitor and provide Data-Based Individualization Implementation in Response to COVID-19.

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and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

pandemic has exacerbated the achievement gap as the Pueblos were closed, hybrid learning could not be offered and internet connectivity continuously fluctuated. To make up loss of instructional time due and to support low proficient learners due to the pandemic WHCS has purchased high quality resources that facilitate individualized online learning with a focus on English, Math and Science. Each of these resources is aligned with Common Core State Standards (CCSS) and State Standards and is individually differentiated in the online classroom. Teacher shortages and reduced class sizes result in WHCS educators and administrators taking on additional responsibilities such as tutoring and reteaching as well as implementing rigorous data driven instruction based on individual student achievement gaps. To determine an educational baseline for each student specifically for core subjects as student reenter the school, each student will be assessed using multiple online diagnostic software. A portion of ESSER funding will be utilized to implement an innovative compensation system to create sustainable solutions which improve student achievement. Compensation will include but are not limited to incentives which pay teachers based on performance data (satisfactory or better teacher evaluation) coupled to student achievement data and high-dosage tutoring tied

Diagnostic data tools will be utilized to identify student achievement gaps and assess curriculum needs . Funds will be utilized to fund data-driven instruction collection, review and analysis and to provide adaptive personalized student support.

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directly to classroom content and student specific achievement gaps, incentives for leadership roles for effective teachers and administrators that take on data-driven assessment and instruction and personalized tutoring and mentoring will also address the social emotional needs of students.

Activities to address the Social Emotional Needs of all students	No		No	0.00
Activities to address the Academic Needs of all students	Yes	32,030.00	Yes	28,022.94
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00

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Sub Totals		32,030.00		28,022.94
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Activities to Address Needs

Descriptions for all narrative responses below must describe how interventions 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.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
	Elementary and Secondary Education Act (ESEA)	0.00		0.00
	Individuals with Disabilities Education Act (IDEA)	0.00		0.00
	Adult Education and Family Literacy Act (AEFLA)	0.00		0.00
	Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	0.00		0.00
		0.00		0.00

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

ARP ESSER 1/3

	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00

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Purchasing supplies to sanitize and clean the LEA's facilities		0.00		
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00

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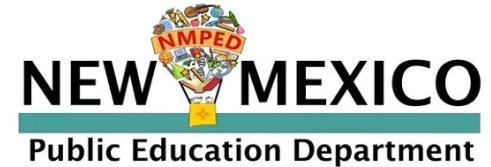


<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Previous funding has been utilized to provide each student with google chromebooks. High speed internet has been installed in the Jemez Pueblo through a high fiber optic network. ESSER funding will be used to buy teacher computers for the classrooms which are compatible with streaming and conferencing, online digital software and learning management systems.</p>	<p>2,000.00</p>		<p>0.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>				<p>0.00</p>
<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>		<p>0.00</p>		<p>0.00</p>
<p>Addressing learning loss</p>	<p>A portion of ESSER funding will be utilized to implement an innovative compensation system to create sustainable solutions which improve student achievement. WHCS will be using evidence-based interventions such as using standards aligned high quality assessments (i-Ready Diagnostic Assessments) to analyze student learning. Assessment data will be</p>	<p>22,015.86</p>		<p>4,320.72</p>

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directly aligned with curriculum mapping with content delivery provided in a hybrid learning model to ensure that all students have equitable access to all resources. Effective high-quality tutoring as a second evidence-based intervention as described by Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E. (2021, February). Accelerating Student Learning with high-dosage tutoring will be facilitated through daily tutoring programs with certified tutors and using a blended learning approach. High quality online programs such as Readorium, Reading Plus and IXL coupled with 1 on 1 tutoring will accelerate student learning and close student achievement gaps. All curriculum resources have been carefully selected to align with CCSS standards and NGSS. Assessment data and student progress is shared with students, parents/guardians in regular intervals to support student learning. Compensation will include but are not limited to incentives which pay teachers based on performance data (satisfactory or better teacher evaluation) coupled to student achievement data and high-dosage tutoring tied directly to classroom

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	content and student specific achievement gaps, incentives for leadership roles for effective teachers and administrators that take on data-driven assessment and instruction and personalized tutoring and mentoring will also address the social emotional needs of students.			
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff				0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		24,015.86		4,320.72

Program Consultation				
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted	
Students	7/1/2021	8/16/2021	9/30/2021	
Families	7/1/2021	8/16/2021	9/30/2021	
School and district administrators (including Special Education administrators)	7/1/2021	8/16/2021	9/30/2021	
Teachers	7/1/2021	7/15/2021	9/30/2021	

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Principals	7/1/2021	7/15/2021	9/30/2021
School leaders	7/1/2021	7/15/2021	9/30/2021
Other educators	7/1/2021	7/15/2021	9/30/2021
School support personnel	7/1/2021	7/15/2021	9/30/2021
Unions			
Tribes(if applicable)	7/1/2021	7/15/2021	9/30/2021
Civil rights organizations (including disability rights organizations)			
Superintendents	7/1/2021	7/15/2021	9/30/2021
Charter school leaders (if applicable)	7/1/2021	7/15/2021	9/30/2021
Stakeholders representing the interests of:			
Children with disabilities	7/1/2021	7/15/2021	9/30/2021
English learners	7/1/2021	7/15/2021	9/30/2021
Children experiencing homelessness	7/1/2021	7/15/2021	9/30/2021
Children in foster care			
Migratory students			
Children who are incarcerated			
Other underserved students			

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Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; 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 in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	No	35,028.67	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	70,057.34	8	1.08	0.00	0.00	0.00	0.00

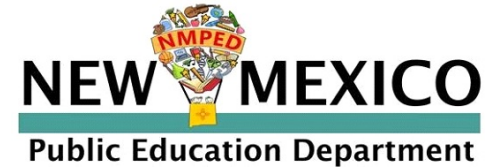
Required Information - GEPA

	Required Narrative
Please describe 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.	<p>https://www.walatowahcs.org/online-learning</p> <p>⚠️ Obstacle 1: Low-income students and students in rural settings are unable to access college-level courses because they do not have transportation.</p> <p>⚠️ Solution 1: Walatowa High Charter School will</p>

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For examples of applicable, relevant, acceptable responses, please see:
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

provide high school students with free access of college-level computer science courses and related resources during the school day to eliminate distance and transportation barriers.

Â¡ Obstacle 2: Increasing the Participation of Students with Disabilities in 9-12 Computer Science Education

Â¡ Solution 2:

- To meet the needs of disabled students, Walatowa High Charter School (WHCS) identifies, develops and implements Individualized Education Program (IEPs) for each student who needs special education

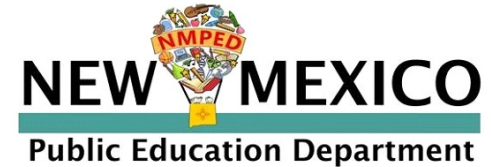
- To provide all students but especially the special education student a constructive, enriching learning experience, a blended learning approach using digital adaptive content, interactive technologies and teacher instruction will be utilized. The blended classroom will allow students with disabilities to interact with both the teacher and the classmates, while receiving personalized assistance with online reinforcement within the inclusive classroom.

- WHCSs STEM curriculum is designed to support exploration and discovery by those without computer science knowledge, so that all students can develop an understanding of these concepts through "play" and experimentation. The

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curriculum utilizes both plugged (computer-based) and unplugged (non-computerbased) activities. Each lesson module contains units of study which are scaffolded and sequenced to build individual students' skills and supporting a variety of skill levels.

Â¡ Obstacle 3: Promoting Equity in the Classroom

Â¡ Solution 3: To create nurturing equitable, engaging classrooms WHCS computer science/robotics participants will participate in professional learning opportunities to learn and implement equitable teaching practices

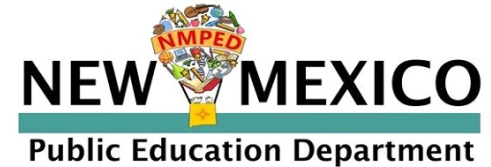
WHCS's hybrid learning model promotes educational equity by

- 1) Eliminating distance and transportation barriers of rural students to enrichment programs, services and resources
- 2) Narrowing the achievement gap by customizing learning opportunities for students to access high quality, low-cost and personally relevant educational materials
- 3) Ensuring equity among EL students and non-EL students
- 4) Improving the flow of educational information between all stakeholders to better meet students' needs and by
- 5) Providing equal access to standards-based,

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highest quality and competitive instructional resources thus providing equity for all learners.

An example of WHCSs equitable student access is the school's post-secondary agenda which allows all students to have equitable access to all college and career readiness programs and related services. WHCS provides access for college and career parent information presentations, college/career assessments, dual credit courses through IAIA, SIPI, UNM-LA, college/career campus visit, McDonalds Archway Employment opportunities and POJ Vocational Rehabilitation. A distinctive feature of WHCS's post-secondary success strategy is the employment of a tribal college and career counselor to examine community needs that fit with postsecondary opportunities, promote college fairs, college representative visits, summer programs, college applications, Free Application for Federal Student Aid (FAFSA) and ACT/SAT provided in the students' Native language. The counselor focuses on the longitudinal process of pre-college career planning, trains parents and matches student interests with appropriate schools, also tying this back in with our local communities.

To provide equity for students with disabilities, WHCS plans life after WHCS (Transition) for students with IEPs. Transitioning focuses on

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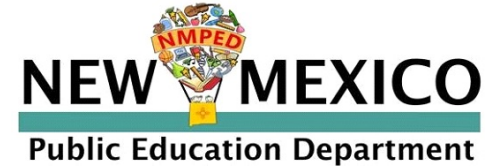


improving students' academic and functional achievement, addressing the unique strengths, needs, and preferences of each student. It involves preparing students for further education, employment, and/or independent living. The school-based Transition Planning Team (student, Parent/Guardian(s), IEP Team, Teachers, Related service providers, Executive Director Participating agencies) leads this process by developing student transition plans. These plans can include: College, Vocational education, Integrated employment and/or supported employment, Continuing and adult education, Adult services, Independent living, Community participation. Plans are analyzed annually with goals and objectives and Transition Timeline completion.

ARP Grant Application

2021-2022

WALATOWA CHARTER HIGH

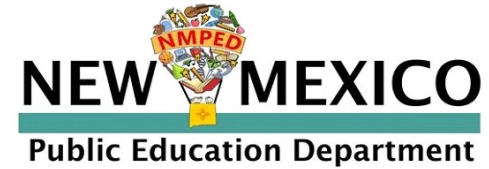


<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) 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 (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) 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 (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) 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</p>	<p>True</p>	
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>	

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Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: 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, provided in an alternative format accessible to that parent.

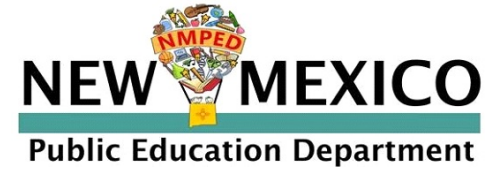
In the fields below, please provide a link to the LEA’s most current posted plan on the LEA’s website, and the date the plan was posted to the LEA’s website.

First Posting	https://www.walatowahcs.org/online-learning, WHCS Continuous Learning Plan /Re-Entry Plan	
Second Posting (if needed*)	https://www.walatowahcs.org/download_file/view/487/598, Walatawa safe-return plan	12/17/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		

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Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True	
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True	

Posting of LEA's ARP ESSER III Application to the LEA's Website		
District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
WALATOWA CHARTER HIGH	10/22/2021	https://www.walatowahcs.org/index.php?cID=598&ctask=check-out&ccm_token=1634935437:c223ae20b0cd74ee80a5eddd845efd60 , ARP ESSER III