

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 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; 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.

USBE Points of Contact:

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Sarah Young
Director of Strategic Initiatives, USBE
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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:

<p>Legal Name: Salt Lake Center for Science Education</p>
<p>Contact Information for LEA Representative</p> <p>Name: Britnie Powell</p> <p>Position & Office: Principal</p> <p>Address: 1400 W Goodwin Ave. SLC, UT 84116</p> <p>Telephone: 801-578-8226</p> <p>Email address: Britnie.Powell@slcschools.org</p>

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.

Salt Lake Center for Science Education has been impacted by the pandemic as we look at student learning, social and emotional safety and development, and concerns for ongoing safety within our school. We have a variety of data that demonstrate the effects of the last 18 months on our students, families, and employees. Our impacts have been measured using a variety of data, including:

- Academic data demonstrating student learning gaps, including end-of-year testing, growth data, and district assessments.

- Social and emotional surveys of students conducted by the USBE in spring 2021 as well as schoolwide school climate and wellbeing surveys given twice per year.
- Family and employee surveys asking for input about the challenges and concerns they see as we start the new school year.

This information helped us to identify the following areas of need around which we have created strategies to mitigate the effects of the pandemic.

Area of Need	Data Source	Mitigation Strategies
Evidence-based practices to support students with unfinished learning, ensuring that learning is accelerated to close learning gaps from the 2021-22 school year.	<ul style="list-style-type: none"> • Academic data from EOY and student growth reports 	Please see the next section of the application.
Planning and implementing activities related to summer learning and supplemental afterschool programs.	<ul style="list-style-type: none"> • Academic data from EOY and student growth reports 	Please see the next section of the application.
Providing mental health services and supports.	<ul style="list-style-type: none"> • State wellness survey • School climate and wellbeing survey 	<p>Students, employees, and families have experienced additional stress and anxiety caused by the pandemic. Salt Lake Center for Science Education will continue to provide mental wellbeing supports and social and emotional learning opportunities for our students and families. We will:</p> <ul style="list-style-type: none"> • Assess individual needs and provide supports to students, families and educators • Provide students access to groups through our counseling department and our partnership with Volunteers of America • Provide crisis intervention support when needed • Provide mental health services to our students through our University of Utah partnership

		<p>which includes group and individual therapy on campus.</p> <ul style="list-style-type: none"> • Provide tier I SEL through our Academy course.
<p>Educational technology for students and teachers, which could include video and sound systems in classrooms, computers, cameras, etc.</p>	<ul style="list-style-type: none"> • Review of return and repair statistics and school numbers. 	<ul style="list-style-type: none"> • Classrooms will include systems that will make learning accessible for students in-person and online when needed. • Students and teacher computers will continue to be added, replace, repaired, or updated.

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:

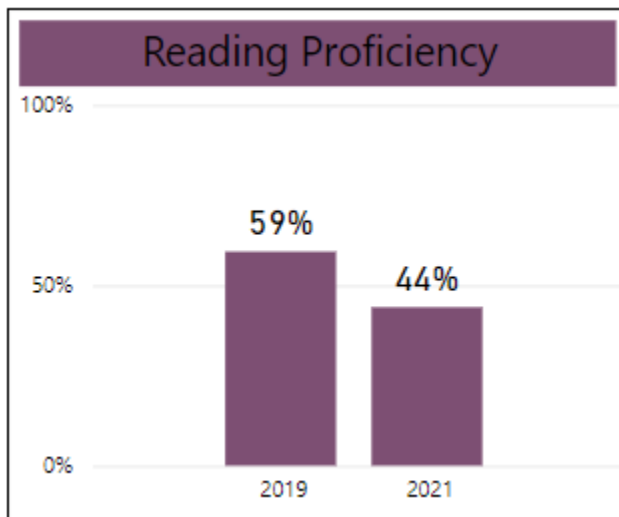
- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”);
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or

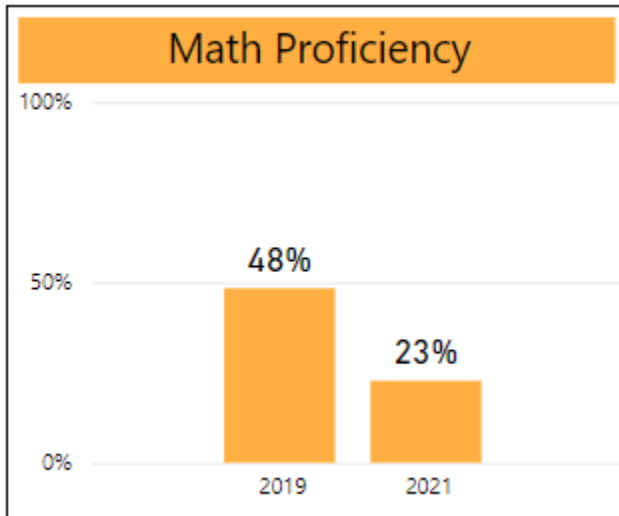
- Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to 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.

Student performance data indicates that academic support will be needed to target specific learning goals. The following data illustrates specific areas of learning that will be addressed through activities equaling at least 20% of the total budget for this program.





These charts reflect our end of year testing of Utah ASPIRE Plus for grades 9 and 10 for the 2019 and 2021 school year. In language arts there has been a decline of proficiency of 15% and in mathematics a significant decline of 25%.

Mathematics will require targeted intervention. Targeted intervention to fill gaps while still maintaining grade-level instruction and growth will require teachers to have and use data about specific student learning gaps to implement effective instruction.

16% of students at SLCSE were reading at a below basic level and 21% of students were reading at a basic level as measured by the Reading Inventory at the end of the 2021 school year. This data demonstrates the need for ongoing support.

Additionally, our stakeholder survey demonstrated our community's concern about student safety, technology access, and unfinished learning. SLCSD sent a confidential survey to district families with enrolled students and to employees identifying the areas and expenditures presented in this plan to collect feedback. The survey was open from Monday, July 20 through Monday, August 2. Participants were asked to identify which funding areas they felt should be addressed in the ESSR application.

Top funding priorities were identified as:

1. Providing mental health services and supports (81%)
2. Evidence-based practices to support students with unfinished learning (79%)
3. Projects to improve indoor air quality in school facilities (70%)
4. Purchasing educational technology (69%)
5. School facility repairs and improvement to reduce risk (68%)
6. Summer programs and afterschool programs (63%)

Plan for academic support during school years 2021-22, 2022-23, 2023-24. Plan will be revised as implementation and performance data is reviewed.

Mental Health Support

- SLCSE will provide three tiers of mental health support to students. Tier I will be SEL learning for all students. Tier II will be access to group therapy on campus with parent permission. Tier III will be access to individual therapy on campus with parent permission.

- Additional mental health supports will be provided through our counseling department, equine learning, and VOICES groups through the Volunteers of America.

Reading Support

- Reading coach with a reading endorsement will co-teach in language arts classrooms to strengthen tier I reading instruction.
- Tier II reading support classes will be provided.
- Access to high-quality online reading materials across the content areas.
 - Non-fiction: Newsela provides:
 - Digital-first content published at 5 reading levels, ensuring all students can access the same materials
 - Authentic, engaging texts paired with standards-based activities help mitigate learning loss
 - Aligned to Utah’s ELA, Social Studies, and Science standards
 - A positive impact on schools, regardless of student subgroup composition
 - Professional development will be provided as needed to ensure all teachers can access and use materials.
- Before and after school language arts tutoring by highly qualified teachers will be available.

Mathematics Support

- Funds will be utilized to provide academic support classes (math lab) with a focus on filling any gaps students have due to the pandemic.
- Before and after school mathematics tutoring by highly qualified teachers will be available.

Summer Learning and Supplemental Learning

- SLCSE will provide summer credit recovery options, afterschool programs, additional paraprofessionals in classrooms, and professional development to support students 9-12 who have learning loss and/or need to make up credits for graduation in high school.
- Increasing the number of sections of general classes will also be a priority. With reduced numbers of students in classes, teachers can focus efforts on accelerated learning within the regular classroom.
- Additional paraprofessional support within the general education classes will be provided.
- Teacher support dedicated to credit recovery, post high school transition

Technology Support and Training

- SLCSE will prioritize maintaining a 1:1 device to student ratio.
- We will continue to prepare teachers—especially new hires—and students to meet the needs of the 21st century through appropriate technology and technology learning, including Canvas LMS

SLCSE is chartered by Salt Lake City School District. The School board reviewed the initial plan on August 3, 2021. Board approval for ESSER III Plan was given on the September 3, 2021 meeting.

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.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
<i>Co-Teaching with Reading Coach</i>	<i>2021-2022 2022-2023 2023-2024</i>	<i>\$96,000</i>	<i>End of Year (EOY) RI Reading Scores for students in grades 9-12 in the yellow or red ranges disaggregated by student subgroup</i>	<i>72 students scored as basic and 53 students scored below basic.</i>	<i>36 students or fewer will score at basic and 25 or fewer will score below basic.</i>
<i>Access to high quality online reading materials</i>	<i>2021-2022 2022-2023 2023-2024</i>	<i>\$22,000</i>	<i>Reading and usage logs</i>	<i>Initial year of use 2020-21</i>	<i>Increased use per year Use in ELA, SS, and Sci courses</i>
<i>Summer Learning and Supplemental Learning: Before and after school programming including: language arts tutoring, mathematics tutoring, and other supplemental</i>	<i>2021-2022 2022-2023 2023-2024</i>	<i>\$44,500</i>	<i>EOY Utah Aspire+ data, disaggregated by student subgroup, all subject areas. RI data Graduation rates, disaggregated by student subgroup Number of students completing credit requirements</i>	<i>Aspire EOY data 2021 Graduation rate data 5-year trend</i>	<i>Student growth and proficiency increased by 3% in all subgroups annually Graduation rate maintained within a 5% margin.</i>

<i>opportunities , and additional bus routes to increase student opportunity</i>					
<i>Tier II Mathematics Support Classes</i>	<i>2021-2022 2022-2023 2023-2024</i>	<i>\$34,000</i>	<i>EOY Utah Aspire+ data, disaggregated by student subgroup</i>	<i>Aspire EOY data 2021</i>	<i>Student growth and proficiency increased by 3% in all subgroups annually.</i>
<i>Additional paraprofessional support</i>	<i>2021-2022 2022-2023 2023-2024</i>	<i>\$34,000</i>	<i>EOY Utah Aspire+ data, disaggregated by student subgroup, all subject areas. RI data Graduation rates, disaggregated by student subgroup Number of students completing credit requirements</i>	<i>Aspire EOY data 2021 Graduation rate data 5-year trend</i>	<i>Student growth and proficiency increased by 3% in all subgroups annually Graduation rate maintained within a 5% margin.</i>
<i>Technology Support and training</i>	<i>2021-2022 2022-2023 2023-2024</i>	<i>\$10,000</i>	<i>Canvas instructional design improvements and usage logs Student use of programs and software</i>	<i>Usage logs 2020/2021 EOY</i>	<i>Demonstrated increase</i>

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

SLCSE will follow a process of continuous review and revision annually to ensure that the ARP ESSER plan goals are reflecting improvements in student performance, teacher knowledge and skills, facility safety, and technology integration.

iv. 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?

USB E encourages LEAs to reference their needs assessment to support their narrative.

We will communicate with families and students in multiple languages, including English, Spanish, and other languages identified within the school, to ensure that all students and families understand the opportunities and are able to participate fully. All schools will ensure maximum parental involvement by conducting meetings at times that parents can attend. All schools will provide afterschool and summer credit recovery options to all students in the school. Special accommodations will be made to ensure access for students with disabilities and equitable access for students of all genders and language ability. This will include hiring teachers and staff for afterschool and summer programming who are highly qualified or who have received professional development in working with students acquiring English or students who have different learning, emotional, language, or physical needs. Mental health supports will be provided with equal access to all students in culturally relevant and sustaining ways and be provided in languages other than English to students and families who speak a language other than English.

B. 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.

We will be using remaining funds to provide access to mental health services for students. SLCSE will provide three tiers of mental health support to students. Tier I will be SEL learning for all students. Tier II will be access to group therapy on campus with parent permission. Tier III will be access to individual therapy on campus with parent permission.

Additional mental health supports will be provided through our counseling department, equine learning, and VOICES groups through the Volunteers of America.

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

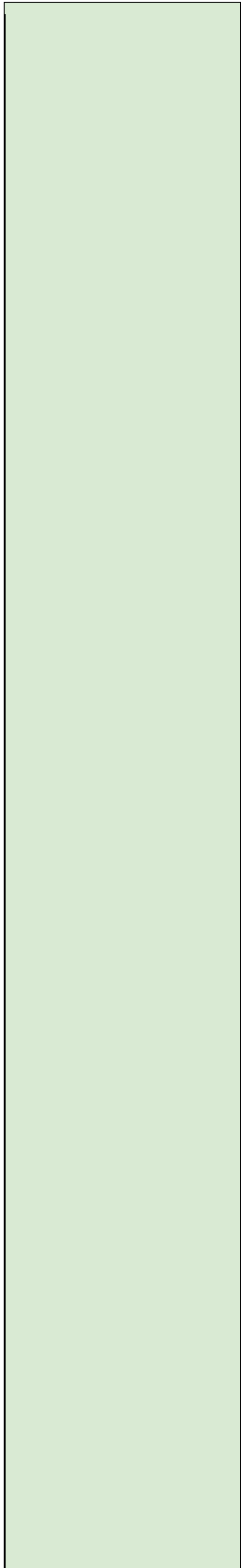
An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. 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	<p>https://coronavirus.utah.gov/mask/</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</p> <p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109</p>	<p>Through SLCS D we 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.</p> <p>As a result of the Mayor’s emergency order requiring that masks be worn in K-12 schools in Salt Lake City, all staff, visitors, members of the public, teachers, and students attending kindergarten through grade 12 at a public, charter, or private school in Salt Lake City, must wear a face mask when in any indoor area of the premises, on school-provided transportation, attending an indoor school-sponsored activity, or outdoors on school premises when social distancing is not possible.</p> <p>In addition, we have posted signs at all schools and offices that reflect the current state of mask guidance.</p> <p>SLCS D has created a webpage with guidance for students and families Utah State Board of Education LEA ARP ESSER Grant SLCS D Application 2021-22 22 about our response to COVID, masks, etc. Please view our COVID Resource Page.</p>
Physical distancing (e.g., including use of cohorts/podding)	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102</p>	<p>We will continue to use the guidelines reflected in the COVID-19 school manual.</p> <p>SLCS D has created a webpage with guidance for students and families about our response to COVID, masks, etc. Please view our COVID Resource Page.</p>
Handwashing and respiratory etiquette	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111</p>	<p>Schools and offices are posting approved signs demonstrating appropriate hand-washing technics, including washing for 20 seconds, and cough etiquette.</p>

<p>Cleaning and maintaining healthy facilities, including improving ventilation</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84</p>	<ul style="list-style-type: none"> • Over the summer, our custodial teams have worked to deep clean buildings, furniture, walls, floors, restrooms, carpets, windows, etc. • Custodial staff will wipe and sanitize frequent touchpoints throughout school buildings and will routinely sanitize restrooms throughout the day. • Plexiglass barriers have been installed at schools in front offices, libraries, and other areas of the school where staff interacts with the public. • School staff and students will have access to hand sanitizer in classrooms. • Hand sanitizer stations will be available in high traffic areas and within every classroom. • School staff will have access to a spray bottle with sanitizing solution to wipe down desks and other items, as needed. • All HVAC systems are adjusted to ensure that 100% fresh air is cycled through schools each day. The air filters in every school and district building were replaced during the spring and summer months and will be checked weekly and replaced quarterly.
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35</p>	<p>SLCSE conducts contact tracing under the direction of SLCSO. SLCSO conducts contracting with help from the local health department and with a system in place in the district. This includes a point of contact in the Human Resource Services department who monitors all reported cases, contacts individuals who may have been exposed, and monitors their health or quarantine condition.</p> <p>If a student tests positive for COVID19:</p> <ul style="list-style-type: none"> • The parent will notify the school. • The school will notify the school nurse or COVID technician, and they will relay the student's isolation information to parents and notify the Salt Lake County Health Department. • The student will stay home from school until: <ul style="list-style-type: none"> o At least ten days have passed since the first symptom appeared, symptoms have improved, Utah State Board of Education LEA ARP ESSER Grant SLCSO Application 2021-22 24 and there has been



no fever for at least 24 hours without the use of fever reducing medication.

- o If a student is asymptomatic and tests positive for COVID-19, the student will stay home until ten days have passed since the positive test.

If an employee tests positive for COVID-19:

- An employee must notify HRS of a positive test result by emailing benefits@slcschools.org.
- The employee must also contact their supervisor to let them know that they are taking medical leave.
- HRS will contact the supervisor to let them know how long the employee must take time off work to isolate.
- The Executive Director of Human Resource Services will contact the Salt Lake County Health Department to determine appropriate next steps, including alerting anyone who has come into direct contact with the positive individual and securing affected areas.
- An individual who tests positive for COVID-19 should follow the recommendation of their healthcare provider.

If an employee is exposed to COVID19:

- An employee must notify HRS of an exposure by emailing benefits@slcschools.org.
- HRS will contact the supervisor if the employee needs to take time off work to quarantine.
- The Executive Director of Human Resource Services will contact the Salt Lake County Health Department to determine appropriate next steps.

Decisions relating to quarantining or building closures will be made in collaboration with the Salt Lake County Health Department based on the facts and the individual circumstances. In every case, the district will notify parents and employees if they risk being exposed to a person sick with COVID-19.

		<p>Custodians will be notified and complete any additional cleaning and sanitizing needed.</p> <p>For more information regarding District COVID-19 Guidelines for Schools, click here.</p> <p>SLCSD also provides a COVID-19 dashboard to provide information about the number of cases by school and by location within the district.</p>
<p>Diagnostic and screening testing</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56</p>	<p>SLCSE participates in Test to Stay, the protocol used to track positive COVID19 cases in schools. Test to Stay allows in-person learning to continue, as safely as possible, while lessening the burden of quarantine and multiple soft closure on students, families, teachers, and school administrators.</p> <p>The Salt Lake County Health Department tracks positive cases within a moving 14-day period for their public dashboard and the Test to Stay threshold.</p> <p>Thresholds:</p> <ul style="list-style-type: none"> • Schools with 1,500 or more students have 2% of their students test positive for COVID-19 within the previous 14 days. • Schools with fewer than 1,500 students have 30 students test positive for COVID-19 within the previous 14 days. <p>Once the threshold is met, Salt Lake City School District will coordinate with the Salt Lake County Health Department to schedule COVID testing. Parents will be provided with a letter explaining Test to Stay. Parental consent for COVID testing of any student is required.</p>
<p>Efforts to provide vaccinations to educators, other staff, and students, if eligible</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 57-59</p>	<p>SLCSD has provided vaccination clinics at Highland and West high schools to all employees of SLCSE. SLCSE also provided opportunities at our back-to-school events for employees and families to participate in vaccination. We have also held vaccine clinics here on campus.</p>
<p>Appropriate accommodations</p>	<p>https://coronavirus-download.utah.gov/School/COVID-</p>	<p>Students with disabilities will continue to receive a high-quality education aligned</p>

for children with disabilities with respect to the health and safety policies	19 School Manual FINAL.pdf -page 106, 109, 114	with their Individualized Educational Program (IEP) or 504 Plan. The district is committed to addressing the individual needs of our students with disabilities and will take the following actions: <ul style="list-style-type: none">• The IEP team will review students' data to determine present levels, learning gaps, and progression toward IEP goals and objectives.• The IEP team will determine any need for additional supports or services to remediate gaps. The district will ensure delivery of services and supports through extended learning opportunities, as necessary.
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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.

SLCSE will post all information about our COVID-19 responses, including this application, [HERE](#). We are chartered by Salt Lake City School District. That page will include a link to the procedures and protocols issued by SLCS D which we follow: [COVID-19 and Schools](#). Once this plan is approved by the state we will post the plan at [SLCSE's ESSER III Plan](#).

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:

All students and their families have been assigned a faculty mentor for the 2021-2022 school year. Faculty mentors will have frequent and consistent communication with their families. Students meet with their mentor once per week. During that time students will be mentored in 21st Century tech skills, digital citizenship, social emotional learning skills, and overall monitoring of students' academic successes and challenges. Mentors will also check in with families a minimum of twice per month to ensure the family has what they need during the pandemic.

Faculty mentors are required to update our student database weekly. The database tracks student participation in online instruction, student attendance during synchronous instruction, and outreach. They also monitor access to technology, food, and other necessary community resources. Based on data collected in the database, students can be identified as at risk and get connected to additional support based on their needs.

Teachers meet weekly to assess information in the database to determine students in need of additional services. Any student referred for additional services has a case file opened. All intervention services and outcomes are documented, reviewed, and adapted based on effectiveness.

Academic Supports Include:

- Each teacher has a schedule of small-group and one on one help sessions available for students to participate in. Students can self-select to participate and teachers can also invite students to sessions.
- Paraprofessional Support- Students will be able to have an assigned paraprofessional to support them in coursework.
- Academic support classes- students can participate in a variety of academic support classes during the regular school day or as an extension to the regular school day.
- Before and after school tutoring is available in both language arts and mathematics.

Mental Health Supports:

All students will have access to tier one social emotional learning in their Academy class. Students can also be referred to tier two (group therapy) and tier one (individual therapy) with licensed therapists for remote services at this time.

We will communicate with families and students in multiple languages, including English, Spanish, and other languages identified within the district, to ensure that all students and families understand the opportunities and are able to participate fully.

We will ensure maximum parental involvement by conducting meetings at times that parents can attend.

School cleaning and sanitizing will help prevent the spread of COVID-19 among all students, staff, and families. We will ensure that no student or teacher will be denied appropriate safety resources based on gender, race, national origin, disability, or age.

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.

<p>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.</p>	
<p>Superintendent or Charter School Director (Typed Name):</p> <p>Britnie Powell</p>	<p>Telephone:</p> <p>801-578-8226</p>
<p>Signature of Superintendent or Charter School Director*:</p> 	<p>Date:</p> <p>9/14/2021</p>

**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.*