



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

August 20, 2021

Legal Name: Park City School District

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PROPOSED USE OF FUNDS

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

A. Impacts of COVID-19 on your LEA

"In order to succeed, we must first believe that we can."

-Nikos Kazantzakis

Park City School District returned to in person learning on August 20, 2020. The District offered families several learning options which included in-person, hybrid or remote learning. Navigating our way through a global pandemic, absence rates for PCSD employees more than doubled that of a typical school year. This resulted in a 51% increase in substitute costs from pre-pandemic 2019 and the 2020-2021 school year for teaching and educational support personnel. Student absence rates also increased due to both contact tracing/quarantine and actual absences due to illness. As we look to 21/22, we anticipate absence rates to continue to rise. The Utah Department of Health predicts that

children are anticipated to contract COVID at rates that are 2-5 times greater than those of the last school year (communication from UDOH, 8/18/2021.)

Reports of anxiety, depression, and general worry have increased as indicated by results from a student climate survey (Spring 2021). To ensure student well-being, we will place focus and attention on relationships of trust between students and adults. Positive relationships with students increases our opportunity to proactively intervene where appropriate including academic, social emotional and behavioral support where it is needed.

The impact of the COVID-19 pandemic is evident in academic benchmark scores for students in kindergarten through fifth grade. A comparison of typical (pre-pandemic) beginning-of-the-year (BOY) math and reading assessments (2019-2020) and similar BOY scores during the 2020-2021 pandemic year. The chart below shows average proficiency scores for students in elementary schools by year and time of year. The scores shown are benchmark data from iReady Math and Reading, as well as Acadience Reading benchmark assessments. District funds were utilized to address learning loss and accelerate academic learning between BOY 20/21 and MOY 21/22. One successful strategy was to tighten our Multi-Tiered System of Supports. Additionally, elementary interventionists assisted teachers during PLC time to analyze student data and develop individualized support plans for struggling students. As we look to continue helping impacted students and at-risk students in PCSD, we recognize the need to continue these practices. A portion of ESSER II funds were allocated to continue these practices during the 2021-2022 school year.

2019-2020 Average K-5 Proficiency Levels		2020-21 Average K-5 Proficiency Levels	
Beginning of Year Fall 2019	Math= 41% Reading = 45%	Beginning of Year Fall 2020	Math= 26% Reading = 46%
Middle of Year Winter 2019/20	Math=50% Reading = 63%	Middle of Year Winter 2020/2021	Math= 52% Reading = 63%
End of Year Spring 2020	No score	End of Year Spring 2021	Math = 70% Reading =69%

It is difficult to discuss the overall impact of the COVID-19 pandemic for students in middle level grades 6-8 and secondary grades 9-12. This is due to a lack of data from state assessments in the 2020-21 school year as well as a dearth in the benchmark data at the district and school level. This is further discussed in the narrative to address accelerated learning and is the basis for the ESSER III funding requests described in this application. A direct result of the pandemic has been an increased understanding that formative benchmarking must be implemented system-wide.

In order to mitigate learning loss, PCSD offered a no cost online/remote summer learning program in 2020 using ESSER II, EARS, and Title I funds. Over 375 students participated in the 2020 summer school program during the COVID-19 pandemic. Over 90% of summer school participants were identified as being “at-risk” defined in PCSD as are those who are not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational) and require additional support. Contributing factors may include but are not limited to:

- Attendance (over 10% absences)

- Non-proficiency on state testing and additional district testing/assessments (i.e. Acadience, iReady, Aspire, WIDA, RISE)
- GPA to include: current GPA and Overall GPA, at or below 2.0
- Failing grades: to include current F's and historical F's
- Student behavior
- Homelessness status
- Low-income status
- English Language Learners status

Several strategies were used to support at-risk students. Students who were identified as English Language Learners were paired, when possible, with teachers who spoke Spanish and teachers who had completed the ESL endorsement. Students' IEP, 504 and/or health plans (where applicable) were given to summer school coordinators, teachers and aides with consultation on the implementation of these plans. Nurses and counselors were hired to support students in summer school.

Other special groups that were highly impacted were also given additional services during the summer of 2021, specifically 10 high school students receiving special education math services, Title I special education students (15) receiving individualized reading instruction, and 4 other K-8 special education students with high behavioral needs. These services were above and beyond any extended school year (ESY) services also offered to these students.

In an ARSP ESSER III survey collected in the summer of 2021, stakeholders identified middle-level math support as a priority for funding. Of 342 survey participants, the majority of respondents indicated they were parents (74%) or educators (21%). Secondary schools experienced the greatest participation rates (59%). PCSD's four elementary schools participation rates ranged from 8-11%.

Among all parents district-wide, additional math support for middle grades was ranked one of the top priorities (13%) next to elementary enrichment (15%) and smaller class sizes (58%). When participants were specifically asked about supporting secondary students (Grades 6-12) participants ranked additional support to increase math proficiency in the middle grades as the highest priority (49%).

2. DESIGN: LEA ARP ESSER Plan and Approved Budget

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

Park City School District (PCSD) serves students in eighth and ninth grade at Treasure Mountain Junior High (TMJH). Historically, students in these grades experience lower levels of Math proficiency than at other grade-levels. While it is inappropriate to assign one specific cause to this dip in proficiency, we have identified potential issues that may contribute to the decline. Examples of areas in need of improvement are vertical alignment between schools throughout the district and progress monitoring that is aligned to Utah RISE and ASPIRE Plus assessments. In 2016, as many as 51% of Park City parents of eighth and ninth grade students "opted out" of statewide math testing. Many of the students whose parents took advantage of "opt out" options are not academically, socially, or emotionally at-risk*. Thus, our previous math proficiency scores may not provide accurate statistics regarding the true proficiency levels of ALL students ([39% total math proficiency for TMJH in 2019](#), 33% for 8th grade; 44% for 9th - 6th grade was also low at 35%).

While, for a variety of reasons, it has been a challenge over the past several years to get an accurate or complete data picture of our middle grade students math proficiency levels, what the data we do have tells us is that students, across the board, in grades 6-8 particularly struggle to reach proficiency and especially those from underrepresented student groups achieve at the lowest rates. Prior to the pandemic, improvement plans were being crafted that focused on standards-aligned formative assessments and vertical alignment. However, school closures at the end of the 2019-2020 school year, coupled with the logistical and fiscal challenges of offering both remote and in-person instructional options, impacted the effective implementation of plans to address middle-level students' math proficiency levels.

After the stay of state-wide testing nationally in 2020, the number of parents opting out of statewide testing in the spring of 2021 declined to 4%. Therefore, data from 2020-2021 RISE and ASPIRE Plus assessments should provide a more complete picture of students' math proficiency. However, upon reviewing the 2020-2021 data, it is evident that the middle-level students continue to experience a math proficiency dip and post-COVID, these levels are the lowest they ever have been at 12% is for 8th grade and 38% for 9th grade. One explanation for low proficiency levels can be attributed to a change in the testing schedule at TMJH. To ensure COVID mitigation procedures both grade levels took the RISE Math and the ASPIRE Plus Math on the same bell schedule and on the same days. This was a departure from previous practice where the two tests were administered on different days. This is important because the RISE Math assessment, given to eighth grade students is not a timed test while the ASPIRE Plus Math is timed. Alarmed by initial math results, administration and teachers began to explore these scores. Eighth grade students reported to their math teachers that they ran out of time and started to guess. This may account for some of the lowered proficiency, but given the fact that historically students struggle with math proficiency at this level and learning was atypical during the pandemic, targeted math support is an urgent necessity, specifically for students entering the ninth grade in 2021-2022.

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Among all parents district-wide, additional math support for middle grades was ranked one of the top priorities (13%) next to elementary enrichment (15%) and smaller class sizes (58%). When participants were specifically asked about supporting secondary students (Grades 6-12) participants ranked additional support to increase math proficiency in the middle grades as the highest priority (49%).

ARSP ESSER III funds will be utilized to implement evidence-based activities to meet the comprehensive needs of eighth and ninth grade students who are not proficient in math. A key activity will be to hire a middle-level math coach or consultant through the 2023-2024 school year. The math coach or consultant will provide critical support to address student learning loss in math due to the COVID-19 pandemic. The math coach or consultant will focus on individual and group professional development for educators that will expand and refine the understanding of research-based effective instruction especially in the area of mathematics. The Math Coach or Consultant will perform the duties highlighted below:

- Use trend data from state assessments and classroom observations to determine professional development needs for administrators and educators.
- Plan and provide professional development and materials to support leaders and educators.
- Collaborate with teacher teams, coaches, and administrators to provide specific strategies for improved instructional delivery in support of students and staff affected by COVID-19.
- Collaborate with teacher teams, coaches, and administrators to establish vertical alignment between PCSD schools.
- Model and/or co-teach as needed to improve instructional delivery practices.
- Provide support in planning and analyzing student assessment data and identifying areas where regression has occurred in order to address learning loss due to COVID 19.
- Communicate and demonstrate research-based instructional practices in mathematics that result in increased student performance and improved classroom environment for the purpose of supporting students and staff who have been affected by COVID-19.
- Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
- Progress monitor student performance and growth in targeted mathematics skills by grade level.
- Specific emphasis will be placed on appropriate strategies for improving the academic achievement of 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

Objective #2: Addressing Accelerated English Language Arts (literacy) Learning through the use of a coach or consultancy

Over the past five years Park City School District has increased emphasis and prioritized literacy instruction and learning. Changes were made to improve Tier I instruction and targeted interventions were implemented to assist striving learners, particularly during the elementary years. PCSD recognizes that literacy is the gateway to knowledge and learning. An instructional framework and MTSS framework were adopted in 2020 to assist in the work. While positive strides were being made, disruptions caused by school dismissal and remote learning due to COVID-19 have slowed the progress. We now need to accelerate learning for our K-12 students.

The stakeholder survey conducted in June and early July 2021 had 259 responses. The results from that survey indicate that 26% of respondents support the addition of an Elementary English Language Arts Coordinator and 26% of respondents support providing additional support for emergent bilinguals at the elementary grades to support our students' literacy skills. These strategies are part of the top three items gaining support from Park City School District stakeholders and are a priority for the community.

In response to the stakeholder survey and to meet current academic learning acceleration needs, Park City School District will employ a Literacy Coach/Specialist. The Literacy Coach/Specialist will:

- Facilitate the work of grade level PLCs to analyze current and ongoing student data as well as assist in plans to adjust instruction
- With grade-level PLCs, identify areas of student academic need

- Work directly with educators and provide personalized, targeted, evidence-based professional learning opportunities focused on high-yield strategies to accelerate student learning due to Covid-19 disruptions.
- Collaborate with instructional coaches, site-based interventionists and the ESL coordinator to better systematize and focus efforts on meeting the literacy needs of our most at-risk students.
- Support the intentional use of developed curriculum maps and resources

Based on 2020-2021 end of year data (RISE, WIDA, Acadience, iReady), we see the greatest impact of unfinished learning on our Hispanic and emergent-bilingual students. The professional learning facilitated by the literacy coach/specialist will be embedded and ongoing which research shows to be highly effective in enacting sustainable change and improvement in literacy instruction and student learning.

In addition to building capacity with educators through professional learning, the literacy coach/specialist will assist in conducting a English Language Arts program review to identify specific strengths to build upon and gaps to fill in order to better meet the individual needs of each student. Conclusions and insights gained through the program review will inform PCSD strategic program planning.

Objective #3: Training and Preparation Time for Paraeducators

Typically, paraeducators report for duty in PCSD the same day that students do. This means that, unlike teachers, paraeducators are not aware of the students they will be working with nor do they have time to review lesson materials or activities. To address student needs, especially those who have been identified as those disproportionately impacted by COVID-19 or most at-risk, paraeducators will benefit having compensated time to understand individual student needs and prepare to work with them. Prior to the 2021-2022 school year, we want to provide compensation for paraeducators to participate in the following activities:

- Attend de-escalation training focused on helping student aides work with students to reduce the amount and severity of aggressive behaviors.
- Review student data (IEP, academic scores, personal profiles, etc) and proactively plan for students they will be working with during the school year.
- Work with licensed educators to organize learning interventions for individual students and small groups of students.
- Organize and adjust learning schedules to be able to work with specific student groups.
- Support preparation of lessons and learning activities, instructional materials, and/or intervention plans.

Objective #4: Year-Long Substitute Teacher Positions (2)

Park City School District will use these funds to help give our schools access to two permanent, highly qualified substitutes to ensure seamless instruction when classroom teachers are out of the building due to a COVID related absence. PCSD will utilize assigned substitutes to ensure all students have access to their education on every single day schools are in session.

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

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.)	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity	Federal Use Case
Math Coach or Consultant	August 2021 - June 2024	\$300,000	Interim Benchmark Assessment scores; PreACT & iReady Math scores; End of Year (EoY) RISE and ASPIRE Plus Math scores disaggregated by student subgroup	2018-2019	By June of 2022, student RISE Math and ASPIRE Plus Math scores will improve to at least pre-pandemic proficiency levels in grades 8 and 9 and continue to rise in subsequent years.	1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the ESEA of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care
K-5 Literacy Coach/Specialist	August 2021 - June 2024	\$300,000	Interim Benchmark Assessment scores; Acadience Reading, iReady Reading scores; End of Year (EOY) RISE disaggregated by student subgroup	2018-2019	By June of 2022 student Acadience Reading, iReady Reading, and RISE scores will meet or exceed pre-pandemic levels	
Student Aide Training and Preparation Time	August 2021	\$54,914	Attendance		By the first day of school of the 2021-2022 school year, attendance will be verified for student aides participating in the activities listed in objective #3.	
Year-long Substitute Teacher Position (2)	September 2021- June 2022	\$170,000	Hiring paperwork, documentation of substitution work		Substitute fill rate for absences due to illness is as close to 100% as possible.	

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

To determine the success of these activities the following evidence will be examined and evaluated each quarter:

- Evidence of math coach or consultant work including PD agendas, curriculum maps with vertical alignment, coaching cycles, and formative assessment creation and data analysis.
- Classroom observations or walkthrough data demonstrating application of evidence-based strategies from educator PD
- Use of RISE and ASPIRE PLUS interim assessments (beginning and middle of year)
- Frequent data analysis of student data that leads to adjustments in math lessons and intervention
- Students' RISE Math and ASPIRE PLUS Math proficiency data will increase to pre-pandemic levels or higher

Park City School District will use a variety of evidence to measure the success of Literacy Coach/Specialist:

- Acadience Ready proficiency and growth benchmark data will be collected three times throughout the school year.
- Personalized learning plans will be developed for at-risk K-3 students.
- Classroom observations and walkthrough data analyzed based on evidence-based strategies and student learning plans.
- Documentation of teacher, instructional coach, and Literacy Coach/Specialist collaboration through PLC meeting minutes.
- Student Acadience, 3-8 RISE and ASPIRE PLUS data will show an increase to pre-pandemic levels or higher.

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?

PCSD acknowledges the achievement gap that existed prior to the pandemic. COVID-19 has only further widened this gap and exposed areas of our school systems that need tightening and/or expansion. Initial pandemic planning, during the summer of 2020, focused on addressing the specific needs of at-risk students including internet connection, nutrition and meals, communication, and additional academic and social-emotional supports and resources. Despite these intentional efforts, we are aware that all students are struggling and especially our students who are disproportionately impacted by the pandemic.

PSCD will ensure our interventions are responsive to the academic, social, emotional, and mental health needs of all students. The funding of a math coach or consultant and a literacy coach/specialist will help to ensure improved outcomes by helping administrators, educators, and support staff develop and deploy research-based and appropriate grade-level strategies for improving math and literacy proficiency outcomes for all students and particularly those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. The responsive interventions proposed will be implemented strategically as follows:

- ‘Continued use of the PCSD Multi-tiered System of Support (MTSS) which utilizes academic data to implement support (and enrichment) plans for individual students. Emphasis will be placed on COVID-19 impacted students and on Math proficiency in grades 6-8 and K-12 Literacy proficiency. The math coach and/or consultant as well as the Literacy Coach/Specialist proposed in this plan will support and expand MTSS structures. Additionally, PCSD has hired an MTSS/504 Coordinator to provide regular professional development meetings as well as to conduct coaching and compliance visits at each school.
- Regularly scheduled data inquiry cycles (6 weeks) at both the district and school level will be specifically targeted at understanding progress, growth, and proficiency of all students but specifically those students who are identified as being disproportionately impacted by the COVID-10 pandemic. These structured data cycles will include the use of a standardized protocol and analytics platform.
- More time has been placed into the school schedule for students to receive additional support through enrichment activities while teachers meet for collaborative discussions regarding struggling students and necessary adjustments to Tier I learning (ESSER II funding for Elementary Friday Program). Additionally, each school in the district will shift “early out” day to Friday so that teachers will be available each week to support targeted students on a consistent basis.

Plan for remainder of funds:

The LEA ARP ESSER plan also includes additional expenditures not addressed above including temporary staffing to provide continuity of instruction within classrooms in the event of adult illness, extending temporary contracts for custodial and maintenance related to frequent sanitization, replacement of air filters, and installation of UV Sanitation System within the Transportation Fleet.

Rationale

Area	Activity	Cost	Federal Use Case
Installation + Unit Cost for UV Sanitation System	Installation of School Bus Transportation Devices	\$150,000	10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Extended Contract Services for Custodial Cleaning	Additional cleaning of frequently touched surfaces	\$225,000	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.
Supplies for Air Filtration	MERV 13, MERV 16 Costs	\$ 150,000	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.
Replacement Air Handler Motor (adjust to MERV load)		\$ 60,000	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.
Child Nutrition Services due to increased demand		\$ 90,000	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.
COVID Nursing Services - extended		\$225,000	18. Developing strategies and implementing public health protocols including, to the greatest extent practicable,

			<p>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.</p>
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3. IMPLEMENTATION AND POLICY

A. LEA Safe Return to In-Person Instruction Commitment

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/ https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109	<p>Our LEA will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.</p>
Physical distancing (e.g., including use of cohorts/podding)	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102	<p>Park City Schools will continue to use the guidelines reflected in the UDOH K12 school recommendations as well as the previous guidance on distancing found in the School Manual.</p>
Handwashing and respiratory etiquette	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111	<p>Park City Schools have mitigation strategies including frequent handwashing, touchless faucets and flushers, and an air refresh cycle of hourly versus daily through Merv13 and up filters in order to increase airflow thereby reducing transmission of contagious illness.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84	<p><i>Additional wipe down of frequently touched surfaces in addition to frequent air filter changes ev 2-3 weeks align to enhanced sanitization goals.</i></p>
Contact tracing in combination with isolation and quarantine, in	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35	<p><i>In alignment with UDOH guidance and as an allowable case use, we will employ a district nurse coordinator to support contact tracing efforts, parent</i></p>

<p>collaboration with the State, local, territorial, or Tribal health departments</p>		<p><i>education, and compliance monitoring in collaboration with our local health department. This role will have been in place 20/21 via contract and 21/22 via district hire for these school years.</i></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><i>In collaboration with TestUtah Mobile Labs, Park City School District has had on-site testing support and aligns to the UHSAA guidance related to ongoing COVID testing.</i></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><i>In collaboration with the Summit County Health Department, all employees within the Park City School District had vaccination access beginning in January 2021 and continuing through end of May 2021 at a convenient drive through clinic. In addition, our school nurses provide education and information on widely available test and vaccination sites. Our local stores and pharmacies are also offering the vaccinations which are easily accessible.</i></p>
<p>Appropriate accommodations for children with disabilities with respect to the health and safety policies</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 106, 109, 114</p>	<p><i>Students with disabilities or other health conditions will continue to be granted mask exemption upon completion of physician exemption form; however, masks are not currently allowable as a mandate.</i></p> <p><i>Students with disabilities will continue to be offered accommodations and modifications (whenever possible) related to specific disability concerns that may impact the student’s ability to participate in health and safety protocols. Training and resources will be provided to those students who need accommodations and modifications so they can develop skills necessary to participate in health and safety protocols to the degree that they are able.</i></p>

	<p><i>The Office of Special Education Programs (OSEP) has directed school districts to collaborate with their state educational agency (SEA) and local public health department, as appropriate, to address questions about how, what, and when services should be provided to children with disabilities. Park City School District will continue to collaborate with these agencies to ensure that accommodations and modifications are given to students with disabilities in a way that maximizes their health and safety and the health and safety of others.</i></p>
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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.**

<https://www.pcschools.us/safety/covid-19-plan/>

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

A. LEA Description of GEPA Compliance

Plan Development and Approval:

Park City School District has meaningfully engaged its stakeholders to assess the needs of the community it serves. On 6/29/21 a survey was deployed to staff, students, families, administrators, and the community including traditionally underserved populations. On 7/12/21 the survey results were reviewed. On 7/15/21 the results of the survey were posted for public input and comment. Public input was sought on the survey results. The team reconvened the week of 8/3/21 to draft the grant application to include community identified priorities. On 8/17/21 the Park City School Board reviewed and approved the plan as written.

Objective #1: Addressing Accelerated Math (numeracy) Learning through the use of a coach or consultancy

The ARSP ESSER III survey collected during the summer of 2021 showed that stakeholders identified middle-level math support (8th and 9th grade) as the highest priority for funding among secondary students. ARSP ESSER III funds will be utilized to implement evidence-based activities to meet needs of eighth and ninth grade students who are not proficient in math by hiring a middle-level math coach or consultant through the 2023-2024 school year. The math coach or consultant will provide critical support to address student learning loss in math due to the COVID-19 pandemic. In addition, the math coach or consultant will focus on individual and group professional development for educators that will assist in helping specific students who are “at risk.” Emphasis will be placed on appropriate strategies for improving the academic achievement of 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. Park City School District will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age and that students will receive support equitably.

Objective #2: Addressing Accelerated English Language Arts (literacy) Learning through the use of a coach or consultancy

Over the past five years Park City School District has increased emphasis and prioritized literacy instruction and learning. Disruption to the instructional framework for literacy, caused by school dismissal and remote learning due to COVID-19, has slowed student progress. The ARSP ESSER III stakeholder survey indicates that an Elementary English Language Arts Coordinator and additional support for emergent bilinguals at the elementary grades to support our students' literacy skills, are priorities for more than a quarter of our stakeholders. One of the main goals of this coaching support is to collaborate with instructional coaches, site-based interventionists and the ESL coordinator to better systematize and focus efforts on meeting the literacy needs of our most at-risk students. Of particular concern are the end-of-year data (RISE, WIDA, Acadience, iReady) where we saw the greatest impact of unfinished learning on our Hispanic and emergent-bilingual students. The professional learning facilitated by the literacy coach/specialist will be embedded and ongoing which research shows to be highly effective in enacting sustainable change and improvement in literacy instruction and student learning. In addition to building capacity with educators through professional learning, the literacy coach/specialist will assist in conducting a English Language Arts program review to identify specific strengths to build upon and gaps to fill in order to better meet the individual needs of each student irregardless of ender, race, national origin, disability or age. Conclusions and insights gained through the program review will inform PCSD strategic program planning in an equitable way.

Objective #3: Training and Preparation Time for Paraeducators

Typically, paraeducators report for duty in PCSD the same day that students do. This means that, unlike teachers, the majority of paraeducators receive on-the-job training as they work with students. To better support students, especially those who have been identified as disproportionately impacted by COVID-19 and those who are most at-risk, paraeducators will have compensated time that will allow them to train appropriately for the different groups of students that may require additional assistance:

- Attend de-escalation training focused on helping student aides work with students to reduce the amount and severity of aggressive behaviors.
- Review student data (IEP, academic scores, personal profiles, etc) and proactively plan for students they will be working with during the school year.
- Work with licensed educators to organize learning interventions for individual students and small groups of students.
- Organize and adjust learning schedules to be able to work with specific student groups.
- Support preparation of lessons and learning activities, instructional materials, and/or intervention plans.

All of these objectives are designed to improve student outcomes by ensuring appropriate training for paraeducators who may need additional instruction to ensure that students served equitably regardless of gender, race, national origin, disability or age.

Objective #4: Permanent Sub Teacher (s):

Park City School District will use these funds to help give our schools a permanent, highly qualified substitute to ensure seamless instruction when classroom teachers are out of the building. Our school district will utilize assigned substitutes to ensure all students have access to their education on every single day school is in session. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.)	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity	Federal Use Case
Math Coach or Consultant	August 2021 - June 2024	\$300,000	Interim Benchmark Assessment scores; PreACT & iReady Math scores; End of Year (EoY) RISE and ASPIRE Plus Math scores disaggregated by student subgroup	2018-2019	By June of 2022, student RISE Math and ASPIRE Plus Math scores will improve to at least pre-pandemic proficiency levels in grades 8 and 9 and continue to rise in subsequent years.	1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the ESEA of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students
K-5 Literacy Coach/Specialist	August 2021 - June 2024	\$300,000	Interim Benchmark Assessment scores; Acadience Reading, iReady Reading scores; End of Year (EOY) RISE disaggregated by student subgroup	2018-2019	By June of 2022 student Acadience Reading, iReady Reading, and RISE scores will meet or exceed pre-pandemic levels	
Student Aide Training and Preparation Time	August 2021	\$54,914	Attendance		By the first day of school of the 2021-2022 school year, attendance will be verified for student aides participating in	

					the activities listed in objective #3.	experiencing homelessness, and children and youth in foster care
<i>Year-long Substitute Teacher Position (2)</i>	<i>September 2021- June 2022</i>	<i>\$170,000</i>	<i>Hiring paperwork, documentation of substitution work</i>		<i>Substitute fill rate for absences due to illness is as close to 100% as possible.</i>	

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

Superintendent or Charter School Director (Typed Name):

Jill Gildea

Telephone:

4356455600

Signature of Superintendent or Charter School Director*:

Dr. Jill Gildea

Date: