

LEA Application

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

Legal Name: Nebo School Districts

Contact Information for LEA Representative

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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.

Nebo School District has worked with a COVID task force since March 2020 which consists of all departments within our district (elementary education, secondary education, special education, curriculum, operations, food services, transportation, public relations, counseling/social workers, technology, and Utah County Health). Each department assessed their own most pressing needs based on student data, infrastructure robustness, and budgetary limitations. We then came together to prioritize and identify our most pressing needs.

Without question, our most concerning student data was in our drop in students performing on grade level. In both the RISE and Acadience Assessments, our students, K-3, have decreased 3% in both reading and math proficiency. Much of this decrease resides in our large population of younger remote students during the 2020-21 school year. For this reason, a large percentage of our grant request is directed toward pedagogical

LETRS training for all elementary teachers, reading and math intervention programs, and increased support of our ELL students. Furthermore, recognizing that RISE scores have decreased in our middle level schools and suspect that Aspire Plus scores have decreased as well, we would like to focus attention at the secondary level by providing peer-to-peer coaching as well as an instructional coaching model within each school. Our goal is to increase the capacity of teachers to analyze teaching practices in relation to student learning. Finally, through addressing the needs of our special education students, our educators, nurses, and service providers have identified technology supports along with the intervention strategies to better accommodate student needs.

The second main need is in the area of social emotional learning. Our district experienced an increase of student disengagement which was evident in increased absenteeism and missing work. Baseline data for high schools in 2020, students receiving failing grades was 7812 and in 2021 students receiving failing grades was 19,624. Furthermore, counselors and social workers reported elevated levels of depression and anxiety. We are interested in exploring interactive tools (including wellness rooms and emotional awareness software) and providing additional social workers to respond to these needs.

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.

- **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.

Nebo School District is focused on providing higher levels of tier I, II, and III level support for students. Our Tier I plan is to follow the recommendation from the state on providing LETRS training. We are extending this to include our 4th and 5th grade teachers. LETRS is based on the “science of reading” and is authored by Dr. Louisa Moats. This program is evidence-based and the SIPPS program is also attributed and based in the LETRS pedagogy.

Our Tier II and III plan is based on the research from both the 95% Group and SIPPS. These programs were chosen because of their strong evidence-based development. In the 95% Group and SIPPS, their program draws extensive research on both the diagnostic screener and the instructional design for phonological awareness, phonics, comprehension, and vocabulary. Furthermore, the programs are based on the principles of teaching phonology to morphology.

Our plan includes the following:

- *Utilizing diagnostic and benchmark data to identify individual student needs when learning gaps occur after initial tier I instruction.*
- *Developing individual and specific learning goals based on the learning gaps the data identified.*
- *Applying specific teaching strategies, including explicit teaching, to remediate learning.*
- *Ongoing formative assessments to mark progress toward the individual learning goals.*

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
LETRS Pedagogical training for K-5 regular and special education teachers	August 2021-May 2023	\$600,000 (for stipends, materials, additional instructors)	<p><i>iReady Diagnostic for reading; Acadience for reading; RISE; This is a total of approximately 16,500 students. Disaggregated this equates to</i></p> <p><i>Female: 48.40% Male: 51.60%</i></p> <p><i>White: 83% Hispanic: 13% Multi-Racial: 2% Asian: 1% Pacific Islander: 1% Black: 1%</i></p> <p><i>SWD: 14% ELL: 4% ED: 28%</i></p>	<p>2019 <i>Acadience K-3 data: 65% Proficient RISE data: 42% Proficient 2021 Acadience data: 62% Proficient RISE data: 39% Proficient</i></p>	<p><i>State reading goals: Kindergarten—By 2022, Nebo School District will maintain the percentage of proficient students in PSF from MOY to EOY by providing ongoing PD and job embedded instructional coaching with all kindergarten teachers.</i></p> <p><i>2nd Grade—By 2022, Nebo School District will increase the percentage of 2nd graders performing at or above on Acadience reading composite form BOY to EOY by 1%.</i></p> <p><i>Ultimately, our goal is to close the gap by 3% which we lost during COVID in both assessments.</i></p>

K-5 Intervention Program for reading and math	May 2021-August 2024	\$9,200,000 (for iReady, stipends, materials)	Acadience math and reading; iReady math and reading; progress monitoring phonemic awareness skills.	2019 Acadience K-3 reading data: 65% Proficient RISE data: 42% Proficient 2021 Acadience data: 62% Proficient RISE data: 39% Proficient	Same as above Kindergarten and 2nd grade goal is to see all students performing at or above grade level.

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

Nebo School District will address the learning loss among at-risk students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care as stated in reference case 15 by administering the universal screeners, Acadience K-3 assessments, iReady math and reading K-5 diagnostics in the spring of 2022 to prepare for summer bridge learning, then again in the fall of 2022, to help schools prepare for their multi-tiered systems of support (intervention system). School teams will analyze their data from said assessments, as well as other formative assessment data, to determine which research based instructional strategies will be utilized in classroom instruction and tiered intervention classrooms. Specifically, the iReady Diagnostic Assessment for reading and math K-8 allows for the identification of specific deficiencies in learning. This data is used to track progress but also to place students in homogeneous groups for concentrated learning activities. Likewise, the Acadience Assessment in reading and math will allow for tracking progress throughout the school year and be used to pinpoint mastery, near mastery, and below mastery learning in specific areas. The RISE Assessment is a summative measurement of learning.

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? USBE encourages LEAs to reference their needs assessment to support their narrative.

- *A professional learning system has been designed using the research of Darling-Hammond, et. al (2017) to advance equity within schools by improving instruction in every classroom, thereby improving student outcomes at the level of greatest need. This could mean the intervention system previously established may need to be evaluated and possibly adjusted to support teacher and/or grade level instructional and leadership quality and expertise.*
- *High-quality and standards-aligned instructional materials will be at the heart of our meaningful professional learning. These materials will ground teachers' learning in the work they do with students and serve as both a focus and catalyst for professional learning (LETRS, Heggerty, Acadience, iReady reading and math, and formative assessment analysis). The professional learning system further advances equity by ensuring that teachers develop the ability to adapt curriculum and instructional materials to meet students' needs as well as improving their content knowledge.*
- *Evidence of progress in students' social, emotional, and academic development guides the focus of professional learning and is the ultimate measure of its effectiveness. Multiple types and forms of student learning data (e.g. teacher observations, student work samples and performances, universal screenings, diagnostics, formative assessments, and benchmark assessments) align to essential standards and student learning progression goals so that instructional decisions can be made and reinforced through coaching and team support.*
- *A minimum of 50 hours of high-quality professional learning for teachers and staff will be embedded in the context and professional learning community of grade level teams. Nebo's curriculum staff and specialist/coaching teams will support individual teachers, grade level teams, and other staff by supporting teaching and learning within classrooms and collaboration meetings. Our wrap-around support may come in many different forms of job-embedded coaching (Side-by-side, whisper, rigorous content planning, instructional feedback, etc.) as well as specific content professional development.*
- *The work of the school leaders (principal, leadership team, coaching/support team) is to create the conditions that support a professional learning system, and that these conditions improve over time, team by team, with critical input from data. The principal is the critical component of success in the professional learning and intervention system. The principal will agree to provide needed time, space, and resources to support teachers to successfully engage in sustained, high-quality professional learning.*
- *School structures will be organized to give the intervention teacher time to support colleagues in their learning. This type of job-embedded learning ensures the equitable development and distribution of capacity across the school making the professional learning system essential in addressing learning loss.*
- *After school structures and systems are in place, ESSER teams will participate in Instructional Rounds to examine systems for functionality and effectiveness.*

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.

Under Case 2 which generally falls under the Elementary and Secondary Education Act of 1965, Nebo School District plans on developing instructional and peer coaching programs in our secondary schools for the purpose of increasing the individual capacity of teachers. Coaches will be trained extensively through our already established coaching courses and supported over time to hone coaching skills while also allowing those they coach to focus on their own individual goals.

Under Case 7 which specifically addresses the needs of English learners, Nebo School District plans to increase our efforts of providing Direct English Language Development by hiring a specialist to oversee the training of school ESL teachers; furthermore, we plan to incentivize teachers through a stipend to obtain their ESL endorsement.

Under Case 9, professional development for teachers includes teaching sensitive topics and the ESL endorsement. In response to SEL concerns, we are developing a focus group and training for English and social studies teachers as they navigate the political and emotional concerns around diversity, equity, racism, etc. Furthermore, we have a large need to have more ESL endorsed teachers to meet the needs of our growing ELL population. Incentivizing this endorsement will potentially help us to recruit interested teachers.

Under Case 12 which allows for the purchase of educational technology, Nebo School District will purchase additional instructional technology which includes audio enhancement systems, educational licenses, and online textbooks. Furthermore, special education instructional technology to be purchased includes vision cameras as well as other visual and hearing impairment aids. General technology includes content filtering, network switches, interactive boards for a pilot engagement project, and Panorama SEL software.

Under Case 13 which allows LEAs to use funds to provide mental health services and supports, we also justify purchasing the Panorama SEL software, hiring additional social workers, and developing wellness rooms in schools. This focus is due to the increased disengagement of students as well as the prevalence of anxiety and depression.

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:
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<p>Universal and correct wearing of masks</p>	<p>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>	<p><i>Nebo School District 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.</i></p>
<p>Physical distancing (e.g., including use of cohorts/podding)</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102</p>	<p><i>Nebo School District will continue to promote physical distancing as outlined in the COVID-19 school manual.</i></p>
<p>Handwashing and respiratory etiquette</p>	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111</p>	<p><i>Nebo School District will continue to promote handwashing and respiratory etiquette as outlined in the COVID-19 school manual.</i></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>	<p><i>Nebo School District has assessed ventilation in all district facilities and will continue to maintain healthy facilities by continuing to monitor ventilation and sanitation protocols as outlined in the COVID-19 school manual.</i></p>
<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><i>Nebo School District will continue to support contact tracing with our local health department nurses as outlined in the COVID-19 School Manual.</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>Nebo School District will continue to implement "Test to Stay" measures as outlined in the COVID-10 School Manual.</i></p>

Efforts to provide vaccinations to educators, other staff, and students, if eligible	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_Final.pdf -page 57-59	<i>Nebo School District will continue to encourage the vaccination of educators, staff, and eligible students by advertising and hosting vaccination clinics and following the COVID-19 School Manual.</i>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_Final.pdf -page 106, 109, 114	<i>Nebo School District will continue to provide appropriate accommodations for children with disabilities with respect to the health and safety policies outlined in the COVID-19 School Manual.</i>

- 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.

[Nebo School District's Coronavirus Information Website](#)

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:

- 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).
 - *All funds are accounted for and assured through district and state systems.*
- 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.
 - *As outlined in our application, all elementary schools will participate in tier II and III intervention programs thereby permitting all students, regardless of barriers, to access the learning provided in the regular classroom.*
- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
 - *Our LEA accountants ensure monitoring of reimbursements according to these regulations.*

- 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;
 - *Property purchased with these funds will remain in our LEA.*
- 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;
 - *Our LEA accountants will ensure proper disbursement of and accounting for all funds.*
- 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;
 - *Reports will be made upon request for the funds received in this program.*
- 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;
 - *A committee of all departments, including representatives from the county health department, created a plan which supports various learners as well as various needs. Furthermore, preliminary plans were posted for public comment before final approval was made.*
- 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;
 - *Our ESSER plan has been posted for public comment and reports will be made periodically to our Nebo School Board and 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
 - *No ESSER funds are being used for construction costs.*
- 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
 - *Our district is partnering with Hanover Research to study the impact of our program funded through ESSER on learning outcomes and teacher efficacy.*
- 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.
 - *No single entity will directly benefit from the acquisition of equipment.*

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>Suzanne Kimball</p>	<p>Telephone:</p> <p>801-369-3473</p>
<p>Signature of Superintendent or Charter School Director*:</p> 	<p>Date:</p> <p>September 10, 2021</p>

