

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: August 20, 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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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: Iron County School District

Contact Information for LEA Representative

Name: Lance Hatch

Position & Office: Superintendent

Address: 2077 W. Royal Hunte Dr., Cedar City, UT 84720

Telephone: (435) 586-2804

Email address: lance.hatch@ironmail.org

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.

Areas most impacted by COVID-19

- *Need to address academic learning loss*
- *Need for nursing services in schools*
- *Need for teachers and teacher teams to obtain new knowledge and skills*
- *Need to address the inadequate ventilation in aging facilities (schools)*
- *Need to improve communication with parents and community*
- *Need to facilitate more connections between homes and families and school*

Process to determine strategies

1. *A process was followed to reflect on the efforts that were made over the 2020-2021 school year as described here:*

- a. **Plan Reflection Protocol** - The artifact data for this protocol are the Improvement Plan and any associated outcome data available.
 - b. Individually review the Improvement Plan (focusing on the SMART Goals, Evidence-Based Strategies, and Commitments to Action) and the associated outcome data.
 - c. Sticky Note Protocol
 - i. Each member of the team writes on sticky notes the accomplishments that were a result of the plan (one accomplishment per sticky note)
 - ii. Team members place their sticky notes on the board taking care to place them next to any other sticky note that is similar.
 - iii. Group Discussion
 1. What are the major accomplishments?
 2. How can these accomplishments be capitalized on in the future?
 - d. Sticky Note Protocol
 - i. Each member of the team writes on sticky notes the challenges/struggles that were experienced with this plan? (one challenge/struggle per sticky note)
 - ii. Team members place their sticky notes on the board taking care to place them next to any other sticky note that is similar.
 - iii. Group Discussion
 1. What were the major challenges/struggles?
 2. What can be done to address these challenges in the future?
 3. Record Commitments to Action as Next Steps in the Improvement Plan Tasks section
2. A process was followed to analyze academic data, behavior data, survey data (student, parent, staff) and mental health data as described below.

Data Analysis Protocol

- Overview of the data - how to read it - what it represents (3 minutes)
- Notice & Wonder Protocol
 - Individually examine the data (5 minutes)
 - Around the Horn - What do you Notice? Just the facts (5 minutes)
 - Around the Horn - What do you Wonder? Make inferences (5 minutes)
 - Around the Horn - What do you Make of It? What compels you to action? (10 minutes)
 - These are written on the board or chart paper
 - Based on the discussion, commit to action (5 minutes)

3. A process was followed to identify specific areas where improvement is needed as described below.

Focus Area Selection Protocol

A Focus Area needs to be:

- Specific (allows for direct action to be taken which is not possible when the focus area is too general)
- High Leverage (something like the tide - by improving in this area, there will be a positive impact in other areas- see the image below)
- Determined as a result of [Data Analysis Protocol](#)

[Video](#)



Use the written answers to the questions (What do you make of it? & What compels you to action?) from the [Data Analysis Protocol](#) as the artifact data for this protocol.

- Individually review the answers to the questions (What do you make of it? & What compels you to action?) from the Data Analysis Protocol (3 minutes)
- Three A's Protocol
 - Around the Horn - What do you Agree with as a focus area? (5 minutes)
 - Around the Horn - What do you Argue on the list of answers? (5 minutes)
 - Around the Horn - What should be the focus Area? (10 minutes)
 - These answers are written on the board or chart paper.
- Open group discussion
 - Any member of the team proposes a focus area
 - Fist to 5 - All team members must indicate
 - 5 = I support this as our focus area and will champion the cause
 - 0 (fist) = I do not support this focus area
 - Repeat for any other proposals
- The will of the group is known and a focus area is selected and recorded in the [Improvement Plan](#)

4. A process was followed to set goals as described below.

SMART Goal Setting Protocol

The artifact data for this protocol is the Focus Area determined through the [Focus Area Selection Protocol](#).

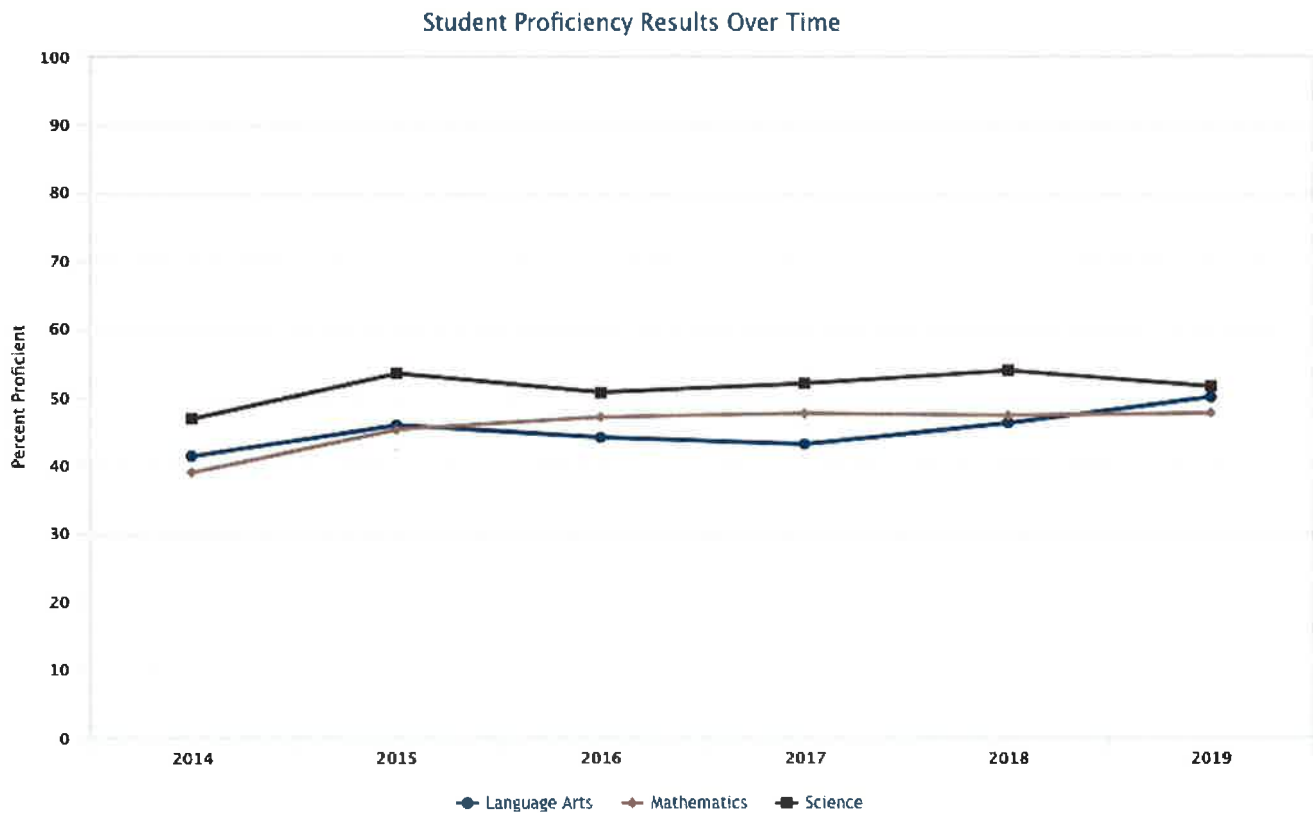
[Video](#)

- Review the focus area with a brief explanation of the process that led to its selection
- Chalk Talk
 - All team members have a whiteboard marker
 - Without speaking, all write on the whiteboard the answer to the question:
 - What will it be like when this focus area improves to a level that we are happy with?
 - Around the Horn - What do you notice?
 - Around the Horn - What do you wonder?
- The facilitator, based on the discussion, writes a draft SMART goal
- Around the Horn - What can be Adjusted or Added? - Make edits
- Is this goal Specific?
 - Thumbs Up, Down, Sideways
 - Discuss any thumbs down or thumbs sideways
 - Make changes as needed
- Repeat for Measurable, Attainable, Relevant, and Time Bound
- Record the SMART goal in the [Improvement Plan Template](#)

5. *The team discussed and made plans to address the needs through the actions described later in the application.*
6. *Baseline data and stakeholder input*

According to the Spring 2021 RISE Language Arts assessment, 41% of 3rd graders, 37% of 4th graders and 41% of 5th graders are considered "proficient". According to the Spring 2021 RISE Math Assessment, 43% of 3rd graders, 51% of 4th graders and 44% of 5th graders are considered "proficient". Each of these percentages are down from the previous school year.

The graph below depicts the proficiency levels of Iron County School District students in grades 3 - 10 from 2014 to 2019.

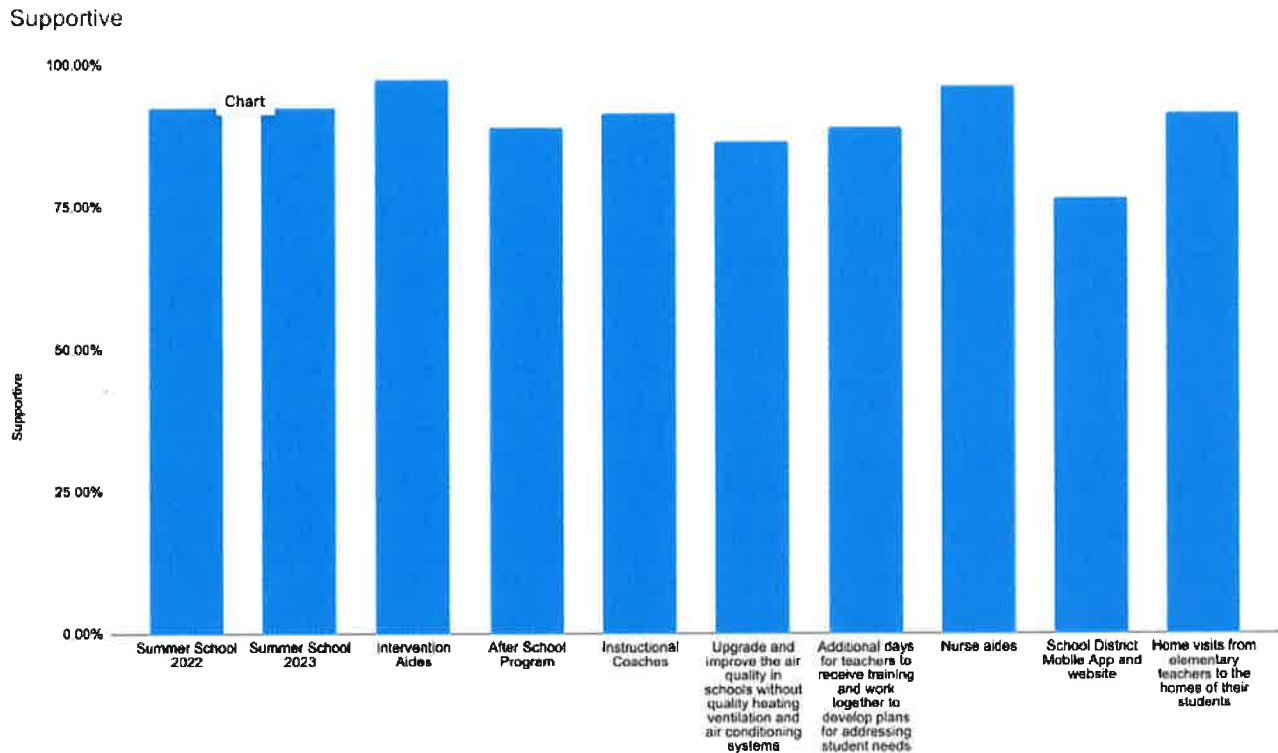


Student Proficiency Results Over Time for Iron District

Test Subject	2014	2015	2016	2017	2018	2019
Language Arts	41.4%	45.9%	44.1%	43.1%	46.2%	50.0%
Mathematics	39.0%	45.3%	47.1%	47.6%	47.3%	47.7%
Science	46.9%	53.5%	50.7%	52.0%	53.9%	51.6%

We surveyed parents, staff members and administrators who make up the School Community Councils at every school to determine their level of support for addressing the needs that were determined (listed above). The following graph indicates the percentage of respondents who support the ideas listed.

ARP ESSER (III) Stakeholder Input Graph



Other DATA...

The parent survey revealed that 36% of parents do not know enough about the programs to be able to indicate how supportive those programs are. Another 27% did not know enough about the school's instructional materials to be able to answer questions about them. 38% of the parents indicated that staff members do not make an effort to contact parents when something positive happens. 13% of parents feel that they are not encouraged to be an active partner in educating their children.

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.

The total budget is \$13,530,854. Twenty percent of this amount is \$2,706,170. The following initiatives will result in the expenditure of far more than the required 20%.

- *Summer School 2022 = \$400,000*
- *Summer School 2023 = \$400,000*
- *Intervention Paraprofessionals = \$400,000*
- *After School Program = \$500,000*
- *Instructional Coaches = \$2,500,000*
- *Additional teacher days for Professional Development and Planning = \$800,000*
- *Home Visits \$500,000*

Total = \$5,500,000

Summer School

Students will be assessed in the Spring of 2022. The assessment data will be analyzed to identify students in need of additional support or who may be in danger of experiencing a “summer slide” in their skills. These students will be invited to attend a Summer Learning Program for 3 hours a day 3 days per week for 6 weeks of the Summer. During this time, students will receive one-on-one, small group and whole group instruction aligned to their needs.

Intervention Paraprofessionals

The best time to intervene is in the moment when students are struggling with a new concept or skill. Paraprofessionals in ICSD are highly trained and skilled at being able to help students to overcome their learning gaps under the direction of the certified teachers. Unfortunately, sometimes there are more needs than there are staff members to address them. This funding will make it possible for schools to add additional paraprofessional help and thus reach more students.

After School Program

Our after school program will have to be somewhat limited. However, we will be able to provide a safe place for students to practice their reading, writing and math skills and receive assistance on their homework and other school projects.

Instructional Coaches

As indicated in the table below, professional development that includes theory, modeling, practice AND coaching results in an impact on teacher practice of 95%. If we want to improve outcomes for students, we must improve the type of professional development they receive. This means we must provide quality coaching. We will place instructional coaches in almost all of our buildings. These coaches will help teachers to reflect on their teaching practices and make adjustments to continually improve.

Models of Professional Development

Joyce & Showers (1980, 2002, 2011)

PD Offered	Impact on Knowledge	Impact on Skill	Impact on Practice
Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice	60%	60%	5%
Theory + Modeling + Practice + Coaching	95%	95%	95%

Additional Teacher Days

Effective teacher teams accomplish certain work after the school year is over and again right before the school year starts. The following tasks are critical to continued improvement:

- Reflect on the past year's improvement efforts
- Analyze data
- Identify specific areas where improvement is needed
- Set SMART goals
- Complete improvement plans
- Identify next steps necessary to achieve the SMART goals

These days are necessary to support teachers in this work without requiring them to do so off-contract and without compensation.

Home Visits

Currently, the teachers in our Title I schools coordinate to go out and visit the homes of all of the students who will be in their classes the next Fall. They are compensated for these efforts through the Title I funding. The benefits of this program have been outstanding. We cannot put a price on the value of a teacher seeing with her/his own eyes the home and family where students live. The interaction with parents is very positive and results in better home to school relationships. We wish to expand this program to all elementary schools and teachers.

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>Summer School</i>	June - July 2022 June - July 2023	\$800,000	Learning loss/gain will be established by comparing end-of-year assessments (Acadience, Rise, Aspire Plus, PLC Essential Standard Assessments) to Beginning of the Year assessments. This learning loss/gain will be compared between those who attended the Summer program and those who did not.	This data will not be available until the Spring of 2022.	80% of students participating in the Summer program will experience no learning loss. 60% of students participating in the Summer program will experience learning gains.
<i>Intervention Paraprofessionals</i>	October 2021 through May 2024	\$400,000	Acadience, Rise, Aspire Plus	RISE and Aspire Plus (3-10) ELA 50% MA 47% SCI 51% Acadience (2019) 73% at or above Grade Level (K-3)	From Spring 2019 to Spring 2023 each assessment will show a 10% increase in the number of students classified as proficient.

<i>After School Program</i>	January 2022 through May 2024	\$500,000	Acadience, Attendance	<p>We have no baseline data for attendance as we have not yet implemented an after school program.</p> <p>Data will be specific to the students participating in the program</p>	<p>80% of the students participating in the after-school program will attend regular school at least 90% of the time. 80% of the students participating in the after-school program will demonstrate average or above growth according to Acadience.</p>
<i>Instructional Coaches</i>	October 2021 through May 2024	\$2,500,000	Acadience, Rise, Aspire Plus	<p>RISE and Aspire Plus (3-10) ELA 50% MA 47% SCI 51%</p> <p>Acadience (2019) 73% at or above Grade Level (K-3)</p>	<p>From Spring 2019 to Spring 2023 each assessment will show a 10% increase in the number of students classified as proficient.</p>
<i>Additional Teacher Days</i>	June - August 2022 June - August 2023	\$800,000	Acadience, Rise, Aspire Plus	<p>RISE and Aspire Plus (3-10) ELA 50% MA 47% SCI 51%</p> <p>Acadience (2019) 73% at or above Grade Level (K-3)</p>	<p>From Spring 2019 to Spring 2023 each assessment will show a 10% increase in the number of students classified as proficient.</p>
<i>Home Visits</i>	June - August 2022 June - August 2023	\$500,000	Acadience & Rise	<p>RISE (3-5) ELA 48% MA 53% SCI 59%</p> <p>Acadience (2019) 73% at or above Grade Level (K-3)</p>	<p>From Spring 2019 to Spring 2023 each assessment will show a 10% increase in the number of students classified as proficient.</p>

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

The process below is the Iron Growth Cycle. This cycle will be used to evaluate the progress and make adjustments as needed.

Iron Growth Cycle

Glossary of Acronyms:

- BLT = Building Leadership Team
- PLC = Grade Level or Department Professional Learning Community
- DLT = District Cabinet Team
- SMART = Specific - Measurable - Attainable - Results Oriented - Time Bound
- PD Day = Professional Development Day - Paid day granted by the Utah legislature for the purpose of providing time and opportunity for teachers to receive professional development

Time Frame	Tasks
May/June	<p>BLT: Reflect on Past Year's Improvement Plan</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Analyze Schoolwide Data</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Identify Specific Areas Where Improvement Is Needed</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Set School-Wide SMART Goals (4 total)</p> <ul style="list-style-type: none"> ● Academics (1) ● Behavior (1) ● Instruction (1) <p>BLT: Complete School Improvement Plan (First 45 Days) Video</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Plan for First Faculty Meeting Kick-Off</p>
August (Before School Starts) Probably Faculty Meeting	<p>BLT: Kick-Off Meeting With Whole Staff - Share Goals, Updated Plans and Steps</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction
PD Day #1	<p>PLC: Analyze Team Level Data</p> <ul style="list-style-type: none"> ● Essential Standards

	<p>PLC: Identify Specific Areas Where Improvement Is Needed</p> <ul style="list-style-type: none"> ● Essential Standards <p>PLC: Set PLC Level SMART Goals</p> <ul style="list-style-type: none"> ● Tied To Essential Standard <p>PLC: Complete the PLC Plan (through the First 45 Days) Video</p> <p>DLT: Provide Professional Development (as needed/requested)</p> <ul style="list-style-type: none"> ● Evidence Based Instructional Strategies ● Improvement Process - PLC Process ● Effective Collaboration
Ongoing Work of PLC Teams (Friday Collaboration Time)	<p>Identify Essential Standards</p> <p>Unpack Every Essential Standard</p> <p>Develop a Rubric or Checklist for Every Essential Standard</p> <p>Develop and/or Adjust Assessments that Align With the Rubric/Checklist for Every Mental Model</p> <p>Analyze the Rubric/Checklist Data From Assessments of Essential Standards</p> <p>Plan to Provide Intervention For Students In Need of Extra Support and Extension for Students Ready to Move On</p> <p>Plan to Practice the Evidence-Based Instructional Strategy</p> <p>Plan To Monitor the Implementation of the Evidence-Based Instructional Strategy</p> <p>Analyze the Implementation of the Evidence-Based Instructional Strategy and Commit to Action for Improvement</p>
In Preparation for the Second PD Day	<p>BLT: Analyze Schoolwide Data</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Reflect on Plans and SMART Goals</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Adjust Plans As Needed</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Identify Next Steps (Second 45 Days) Necessary to Achieve SMART Goals;</p>

	<p>Select Time Frames and Assign People Responsible</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction
PD Day #2	<p>BLT: Provide Update on Schoolwide Plans, Goals and Next Steps to Full Faculty</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>PLC: Analyze Team Level Data</p> <ul style="list-style-type: none"> ● Essential Standards <p>PLC: Reflect on Progress Toward PLC Level SMART Goals</p> <ul style="list-style-type: none"> ● Tied To Essential Standard <p>PLC: Identify Next Steps (Second 45 Days) Necessary to Achieve SMART Goals; Select Time Frames and Assign People Responsible</p> <p>DLT: Provide Professional Development (as needed/requested)</p> <ul style="list-style-type: none"> ● Evidence Based Instructional Strategies ● Improvement Process - PLC Process ● Effective Collaboration
Ongoing Work of PLC Teams (Friday Collaboration Time)	<p>Identify Essential Standards</p> <p>Unpack Every Essential Standard</p> <p>Develop a Rubric or Checklist for Every Essential Standard</p> <p>Develop and/or Adjust Assessments that Align With the Rubric/Checklist for Every Essential Model</p> <p>Analyze the Rubric/Checklist Data From Assessments of Essential Standards</p> <p>Plan to Provide Intervention For Students In Need of Extra Support and Extension for Students Ready to Move On</p> <p>Plan to Practice the Evidence-Based Instructional Strategy</p> <p>Plan To Monitor the Implementation of the Evidence-Based Instructional Strategy</p> <p>Analyze the Implementation of the Evidence-Based Instructional Strategy and Commit to Action for Improvement</p>
In Preparation for the Third PD Day	<p>BLT: Analyze Schoolwide Data</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Reflect on Plans and SMART Goals</p>

	<ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Adjust Plans As Needed</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Identify Next Steps (Second 45 Days) Necessary to Achieve SMART Goals; Select Time Frames and Assign People Responsible</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction
PD Day #3	<p>BLT: Provide Update on Schoolwide Plans, Goals and Next Steps to Full Faculty</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>PLC: Analyze Team Level Data</p> <ul style="list-style-type: none"> ● Essential Standards <p>PLC: Reflect on Progress Toward PLC Level SMART Goals</p> <ul style="list-style-type: none"> ● Tied To Essential Standard <p>PLC: Identify Next Steps (Second 45 Days) Necessary to Achieve SMART Goals; Select Time Frames and Assign People Responsible</p> <p>DLT: Provide Professional Development (as needed/requested)</p> <ul style="list-style-type: none"> ● Evidence Based Instructional Strategies ● Improvement Process - PLC Process ● Effective Collaboration
Ongoing Work of PLC Teams (Friday Collaboration Time)	<p>Identify Essential Standards</p> <p>Unpack Every Essential Standard</p> <p>Develop a Rubric or Checklist for Every Essential Standard</p> <p>Develop and/or Adjust Assessments that Align With the Rubric/Checklist for Every Essential Standard</p> <p>Analyze the Rubric/Checklist Data From Assessments of Essential Standards</p> <p>Plan to Provide Intervention For Students In Need of Extra Support and Extension for Students Ready to Move On</p> <p>Plan to Practice the Evidence-Based Instructional Strategy</p> <p>Plan To Monitor the Implementation of the Evidence-Based Instructional Strategy</p>

	Analyze the Implementation of the Evidence-Based Instructional Strategy and Commit to Action for Improvement
In Preparation for the Fourth PD Day	<p>BLT: Analyze Schoolwide Data</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Reflect on Plans and SMART Goals</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>BLT: Adjust Plans As Needed</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction
PD Day #4 (Covered in the final few early out Fridays)	<p>BLT: Provide Update on Schoolwide Plans, Goals and Celebrate with Full Faculty</p> <ul style="list-style-type: none"> ● Academics ● Behavior ● Instruction <p>PLC: Analyze Team Level Data</p> <ul style="list-style-type: none"> ● Essential Standards <p>PLC: Reflect on Progress Toward PLC Level SMART Goals</p> <ul style="list-style-type: none"> ● Tied To Essential Standard <p>PLC: Celebrate What Went Well & Identify Ideas For Improvement</p> <p>DCT: Celebrate District-Wide Progress</p>

- 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.

Iron County School District assesses students regularly. Every school has a Multi-Tiered System of Supports for students in the areas of Academics and Behavior. Our fundamental belief is that any student may struggle at any time for any number of reasons. Our role is not to label the students as struggling due to their race or their income or their migratory status. Our role is to identify when students are struggling academically or behaviorally and intervene. Our system exists to support any student who is struggling with extra time and targeted instruction. We have employed personnel and we have adjusted schedules to guarantee this extra time and targeted instruction in the areas of academics and behavior. Our work is to ensure that this robust system prevents any student from slipping through the cracks.

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.

Iron County School District has six (6) schools that do not have adequate air quality via heating ventilation and air conditioning. We will upgrade and improve the air quality in these schools. Our plan is to replace the heating ventilation and air conditioning systems at Parowan High School, Parowan Elementary School, South Elementary, Fiddlers Elementary, Enoch Elementary, and Escalante Valley Elementary. The cost of this project is \$7,750,000.

Iron County School District employs an impressive six (6) licensed school nurses. These nurses rotate between our fourteen (14) schools. That means that at any given time we have 8 schools without the much needed nurse support. Our plan is to maintain 8 nurse aides who will be trained by the nurses to deal with the most common issues related to the health and safety of students. These nurse aides will rotate to buildings where the licensed nurses are not. This allows support at every school every day for everything from COVID-19 testing efforts to diabetes management. The cost of this effort will be \$210,000.

One thing we learned during the pandemic is that our school district must improve its ability to communicate clearly and quickly with parents and community members. Unfortunately, many efforts, including some digital methods, do not result in the message being received by the majority of people. This is especially troublesome for students in low-income families who do not have the time or means to proactively seek out information. This inability to communicate has resulted in lost opportunities and frustration. We will invest in a solution that combines the power of social media with the district and school websites and wrap it all into an Iron School District mobile app that will provide all information in a format that is easily accessible from any phone or mobile device. The app will give us the ability to push out notifications as well as provide a simple way to find out information such as the lunch menu or the game schedule and any other important information. Converting our system will cost approximately \$80,000 for set up and two years of subscription.

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	USB E 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	<i>ICSD will continue to work with the Southwest Utah Public Health Department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.</i>
Physical distancing (e.g., including use of cohorts/podding)	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102	<i>ICSD will implement physical distancing expectations on a case by case basis in consultation with our the Southwest Utah Public Health Department.</i>
Handwashing and respiratory etiquette	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111	<i>ICSD school nurses continue to provide instruction and support to implement the handwashing and respiratory etiquette that is expected. Additionally, we will continue to provide signs to remind everyone of their responsibility to follow the etiquette. Hand sanitizer will also be made available throughout each school.</i>
Cleaning and maintaining healthy facilities, including improving ventilation	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84	<i>Our plan is to address these issues in our aging facilities through the ARP ESSER funds.</i>

<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>The Southwest Utah Public Health Department will inform the parents and Iron County School District when a school-age child (18 years or younger) has tested positive for COVID-19.</i></p> <p><i>The Iron County School District will inform the applicable school about the positive test along with any additional information from the Health Department including the duration of the isolation.</i></p> <p><i>The student who tested positive will be provided other learning options, but will not be physically in school.</i></p> <p><i>The parents of the students who may have been exposed to COVID-19 at a school activity or in a classroom will be sent a letter via email/Remind informing them of the exposure and providing them with recommended actions and other important information.</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>ICSD will provide testing for staff members upon request. Other testing may be provided as needed.</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>We will forward all interested individuals to the Southwest Utah Public Health Department.</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>ICSD will work with parents of students with disabilities to provide individualized accommodations. We follow the students' IEPs and we will make adjustments as determined by the IEP team.</i></p>

- 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.

<https://irondistrict.org/family-students/>

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:

Iron County School District enthusiastically complies with GEPA. The programs that will be associated with ARP ESSER funds will be accessible to all students regardless of their gender, race, color, national origin, disability, or age.

One challenge for many of our students is transportation to and from school programs that occur after school or during the summer months. This can be a barrier to participation for students due to a number of factors including financial considerations. We commit to provide transportation for the students who need it for any program that we provide through ARP ESSER funds.

Eligibility for participation in programs will be based on academic assessment analysis. Students who demonstrate learning deficiencies or gaps in knowledge or skill will be included in the programs designed to compensate for learning loss. Some of these programs will occur during the regular school day and some will take place outside of school hours and/or days. Criteria for eligibility will never include gender, race, color, 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.

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):

Lance Hatch

Telephone:

(435) 586-2804

Signature of Superintendent or Charter School Director*:



Date:

8-27-21

**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.*