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.

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LEA Application

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

<mark>Legal Name</mark>: (e.g., Juab School District)

Jordan School District

Contact Information for LEA Representative

<mark>Name</mark>: Shelley Nordick

<mark>Position & Office</mark>: Administrator of Teaching and Learning

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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. <mark>**Impacts of COVID-19 on your LEA:**</mark> 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.

Introduction
Jordan School District has worked with stakeholders in various capacities to assess the impact of the pandemic, identify priorities for the targeted use of ESSER funds, and implement strategies that are needed to mitigate the effects of the pandemic.
Fall 2021 assessment data informs the extent to which disrupted instructional time has affected student performance. A review of the data found that areas of need, including achievement gaps, that existed prior to the pandemic persisted over the past year.

Needs Assessment Data

K-3 Acadience Reading. At the conclusion of the beginning-of-year window in the fall of 2020, 64% of students were reading at or above grade level – down 4.5% from the previous year and 5.4% from BOY 2018. By the end of the 2021 school year, 63.4% of K-3 students were reading at or above grade level – a 5.7% decrease from spring of 2019 when end-of-year (EOY) Acadience Reading was last administered. In addition, only 57.9% of students made typical or better growth by the end of the 2020-21 school year, a 2.8% drop from EOY growth in the spring of 2019. At-risk student groups were impacted more dramatically by the pandemic, particularly economically disadvantaged and EL students who saw a 9-10% drop in proficiency and an 8% drop in growth.

3-8 RISE. 43.3% of grades 3-8 students were proficient on the summative ELA RISE (formerly SAGE) assessment at the end of the 2020-21 school year – the lowest proficiency percentage since 2014 when the SAGE was administered for the first time. Elementary schools dropped 4.1% to 44.0% proficient and middle schools dropped 3.6% to 42.1% proficient. In addition, at-risk student groups saw similar decreases in proficiency from 2018-19, when RISE was last administered, to 2020-21 with economically disadvantaged and minority students seeing the biggest decrease.

40.8% of students were proficient in the summative RISE math test at the end of the 2020-21 school year, compared to 47.7% in 2018-19. Again, this is the lowest percent proficient since 2014 when 45.0% of students were proficient in what was then SAGE math. 43.3% of elementary (compared to 48.4% in 2019) and 36.1% of middle school (compared to 46.8% in 2019) students were proficient in 2021. Of note, middle schools saw a decrease in proficiency by 10.7%.

9-10 Utah Aspire Plus; 11th Grade ACT. Upper grade students seem to be less impacted by the pandemic than their younger counterparts. The reading subtest for the Utah Aspire Plus, administered to 9-10th graders, actually saw an increase of 2.8% proficient from 2019, when the assessment was last administered, to 2021. Full data sets, including breakdowns by student groups and predicted ACT scores, for the 2021 Utah Aspire Plus data are not yet available. 11th grade students scored an average 19.3 composite score on the 2021 ACT, compared to the state's average score of 19.6, a 0.7 drop for the district and a 0.6 drop for the state.

Summary of Needs Assessment. The following observations may be made from the assessment data listed above:
- Students in grades K-8 were impacted by pandemic learning more than students in grades 9-11.
- Middle school students were significantly impacted by pandemic learning in math.
- Economically disadvantaged and minority students were the two student groups most impacted by pandemic learning on RISE, though EL students and students with a disability historically have the largest achievement gaps.
- EL and economically disadvantaged students were most impacted by pandemic learning on Acadience Reading, though like RISE, EL students and students with a disability historically have the largest achievement gaps.
- It is evident that unfinished learning has impacted overall achievement in grades K-11 that will require additional support, resources and time to mitigate.

Summary of Stakeholder Survey Data

For a greater understanding of what JSD could do to address the impacts of COVID, a parent and employee survey was administered and 6,987 responses were collected. The survey was sent to all JSD parents and all JSD employees, including administrators, teachers, specialized instructional support personnel, related service providers, as well as custodial personnel, transportation personnel, and food personnel. Participants were asked to rank a variety of strategies as priority 1 (high), 2 (middle), and 3 (low). Parent's highest ranking categories included social and emotional wellness, classroom technology, and additional personnel. Teacher training was next in line. Employee's highest ranking categories included additional personnel, social and emotional wellness, and classroom technology.

In an effort to support shared decision-making regarding how resources should be targeted, JSD Superintendent conducted ongoing specific outreach to school communities in the form of focus groups. Information from the focus groups will provide a means for targeting resources in ways that will build district and school-level capacity and support systems of continuous improvement.

Given the results of the needs assessment, stakeholder survey, and focus group discussions, JSD concluded that the four areas of focus for ESSER funds would include social, emotional wellness, classroom technology, additional personnel, and teacher training. JSD will identify evidence-based and practitioner-informed strategies within each of the categories to address the impact of disrupted learning. ARP ESSER funds will provide an opportunity to meet the most urgent needs of students, teachers, and staff, while investing in school capacity in ways that will sustain meaningful and effective teaching and learning.

Recommended Categories of Focus
- Accelerated Learning. (As required by Grant). $5,450,000. ARP ESSER requires the LEAs set aside at least 20% of the allocated funds to specifically address learning loss and accelerated learning.
- Classroom Technology. $8,250,000. COVID-19 required sudden shifts to hybrid and remote learning. Technology will continue to play an important role in instructional design and learning both in and out of the classroom. As we move forward from the current crisis-driven use of technology, we will continue the work of supporting educators in learning how technology can be effectively used to provide schools and the district with flexible models to support learning wherever it occurs.
- Social and Emotional Wellness. $1,300,000. Social, emotional, and academic development are all interconnected. Students learn, take academic risks, and achieve at higher levels in safe and supportive learning environments and in the care of responsive adults they can trust. Research on the science of learning has established that while adverse experiences can have profound effects on students, learning environments and conditions can be designed in ways that can help students overcome these effects and thrive.
- Teacher Training. $2,100,000. Teaching to address disrupted learning requires instructional shifts that can feel daunting, even for experienced teachers. It takes an unwavering belief that students can do the work that will help them reach their grade level learning goals or targets and a commitment to guide them. Now more than ever, it's imperative teachers provide strong instruction, deep engagement, high expectations, and access to grade-appropriate content and assignments for their students. Professional learning opportunities will be provided to teachers to address how to meet the unique challenges of disrupted learning.
- Additional Personnel. $5,000,000. Stabilizing and strengthening the education workforce requires listening to and empowering educators and employees — and making needed changes to

help them continue to support students through this unprecedented time. Additional Personnel was listed as a priority 1 ranking by employees. This category is particularly important given the need for additional educators and school staff to accommodate social distancing, support accelerated learning, increase student services, implement new technologies and provide tutoring or other personalized efforts to accelerate learning.

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.**

Plan for Accelerated Learning

JSD will use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of the following evidence-based programs:

- JSD will use approximately $5,000,000 to support and scale up LETRS training. LETRS is an intensive professional learning opportunity that was selected by USBE given its evidence base and ability to empower teachers to understand the science behind why students struggle to read through learning evidence-based instructional practices. LETRS provides details for educators to understand the what, why, and how of scientifically based reading instruction including:
  - What must be taught during reading and spelling lessons to obtain the best results.
  - Why reading instruction has several key components and how they are related to one another.
  - How to explain spoken and written English language structures.
  - How to interpret individual differences in student achievement.
  - How to implement instructional routines, activities, and approaches and differentiate instruction.
- JSD will use approximately $450,000 to provide high-quality assessments for students that provide timely information to help educators know where to focus for particular students. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede students from accessing grade-level coursework.

> 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	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity

			student subgroups		
Ex. Credit Recovery Program At-Risk of Dropping Out/Not Graduating	*June 2021-August 2021 and June 2022 - August 2022*	*$120,000*	*Total number of credits recovered; number of students served disaggregated by student subgroup*	*42 credits recovered; 23 students served*	*110 credits recovered; 78 students served*
Ex. Summer recovery tutoring	*June 2021-August 2021 and June 2022 - August 2022*	*$120,000*	*End of Year (EoY) Acadience Reading Scores for students in grades 1-3 in the yellow or red ranges disaggregated by student subgroup*	*75 students in the yellow 69 students in the red (actual change scores attached)*	*45 students in the yellow 37 students in the red (actual change scores attached)*
LETRS support	September 2021 - September 2023	$5,000,000	End of Year Acadience Reading scores for students in grades K-3	2018-2019 Proficiency 69.1% Growth 60.7% 2020-2021 Proficiency 63.4% Growth 57.9%	2021-2022 EOY Acadience Reading Proficiency 75% Growth 70%
Assessment Tools and Materials	September 2021-September 2024	$450,000	End of Year Assessment scores	JSD will gather baseline data once RFP is completed	

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

Acadience Reading Benchmark will be used to measure the success of LETRS training. All K-3 students are given the Acadience Reading Benchmark Assessment three times each year. Teachers will analyze the data they receive from these assessments through the PLC process. Progress monitoring will be done every 3 weeks and instruction will be adjusted based on the data received. Students will exit intervention when a progress monitoring probe indicates the student has mastered the necessary skills and the student is demonstrating success on grade-level tasks in the classroom. PLCs, including school administrators, grade-level teachers, District Teacher Specialists, and Administrators of Schools will be held to determine intervention procedures. Students will continue to be monitored to ensure continued, adequate progress.

Additional assessments will be administered with a similar structure for students in grades 4th - 12th. Assessments will be considered based on the RFP process, which is currently in place. An assessment timeline will be established and teachers will analyze the date they receive from the assessment through the PLC process. All data will be reviewed and evaluated to determine the success of the activities. Revisions to the ARP ESSER plan will be made as needed to reflect improvements.

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.

JSD will take a multi-faceted, long-term approach to the implementation of the above activities. Support will be given at multiple levels: district, school, and teacher. JSD data review shows a great need for stronger Tier I instruction. LETRS training will help teachers provide instruction in a way that has the potential for the greatest results. The use of high-quality assessments that are valid and reliable will enable teachers to accurately assess students' academic progress and assist teachers in meeting students' academic needs. Teacher professional development will be key to implementation. Following professional development, teachers will receive ongoing support from district specialists and school-based coaches, with an emphasis on meeting the needs of all students. Assessment data will be disaggregated by student groups for monitoring and evaluative purposes.

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**.**

Plan for Classroom Technology
JSD will use approximately $8,250,000 to provide audio and video equipment for classrooms. Purchasing educational technology is included in allowable use #12 "purchasing educational technology...that aids in regular and substantive educational interaction between students and their classroom instructors… which may include assistive technology or adaptive equipment." The current Covid-19 pandemic has forced teachers and school leaders to radically shift and adapt new ways to deliver instruction using a variety of innovations and technology. Teachers need to have the ability to provide in-person and virtual instruction via multiple platforms. JSD will begin a systematic approach to installing classroom audio and camera systems throughout the schools. These systems will 1) allow students to see and hear their teachers giving instruction; 2) allow teachers to view themselves for coaching/evaluation purposes; 3) allow school leaders to more carefully observe classrooms to enhance school safety; and 4) allow teachers to more seamlessly provide virtual instruction that matches in-person instruction.

Camera and audio systems will facilitate teacher coaching opportunities. Teachers can record themselves giving instruction and then observe their teaching with an instructional coach. This will enable teachers to record authentic teaching moments and classroom behavior when they won't be affected by the presence of visitors. Recording classroom instruction increases teacher self-awareness which enables greater professional growth, not to mention providing invaluable feedback which will lead to improved instruction and student learning. Cameras may also allow for opportunities for teacher evaluation by supervisors—allowing teachers to record and select instruction and lessons that won't be affected by the presence of supervisors in the classroom will be a great option for teachers and administrators.

Camera and audio systems in our schools will help keep students and faculty safer. Cameras can provide an accurate, unbiased record of classroom events. When teachers encounter classroom disruptions, bullying, or fights, a video record can clarify what actually happened. If a student reports a classroom incident incorrectly or parents are concerned about how a student is being treated, a recording can ease concerns and give a clearer picture to all parties involved. Even knowing that events are possibly being recorded can help everyone be mindful of their words and actions, creating a more thoughtful and safer learning space for everyone.

Plan for Social and Emotional Wellness
JSD will use approximately $1,300,000 for additional training and materials based on continued and ongoing evaluation that addresses students' social and emotional wellness as it relates to learning loss. This category falls within allowable use #15, as well as allowable use #13, "mental health services and supports." Improving student academic outcomes requires nurturing the social and emotional needs of students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social and emotional skills and through integrating social and emotional skills, habits, and mindsets within classroom lessons and activities. Professional learning opportunities will help teachers build strong and trusting relationships, establish safe, positive, and stable environments, and explicitly teach social and emotional skills. As JSD schools implement a social emotional approach to learning, it is imperative to provide extensive professional development for educators on how to effectively implement programs. Social and emotional wellness initiatives will be determined based on continuous evaluation of student data, along with continued discussion with school leaders and teachers and reflection of student needs which may include but are not limited to:

- A multi-tier system of supports (MTSS) framework, like positive behavioral interventions and supports, relies on a continuum of evidence-based practices matched to student needs. The tiers provide an increasing amount of support and intervention moving from support provided to all, then to some, and finally providing the most intensive support to a few. JSD will replicate successful approaches to MTSS beginning with the creation of Behavioral and Emotional Support Teams (BEST) who 1) meet regularly to collect student data through ongoing screening to determine student needs; 2) monitor student progress; and 3) analyze schoolwide data to address emerging or new needs to add or adjust personnel to provide additional services and expertise through a restorative approach.
- Jordan School District will further the implementation of the Comprehensive School Threat Assessment Guidelines (CSTAG) through ongoing professional development. CSTAG provides the critical foundation for successful threat assessment programs to ensure a climate of safety, respect, and support for students and staff. CSTAG encompasses restorative practices using social emotional learning (SEL), trauma-informed, and multi-tiered systems of support (MTSS) to determine responses to threats (behaviors) using levels of severity. CSTAG is a research and evidence-based methodology that decreases exclusionary practices (out of school suspensions) and occurrences of serious substantive threats, thus increasing school safety.
- To address the increased mental health/trauma-related issues due to the uncertainty the pandemic has uncovered, an increase of mental health and behavior supports are needed for schools and students. The Jordan School District Mental Health Access Plan (MHAP) connects students/families to outside mental health providers no matter the financial situation - insured, under-insured, or uninsured. Using a referral system the family selects a mental health provider that has contracted with the District to conduct an intake meeting within 10 business days.
- Panorama is an early warning system that integrates with the Districts student information system (SIS) to provide a graphical user interface (GUI) to identify students Attendance, Behavior, and Course Performance (ABC's). Integral to the Student Success platform in Panorama is a social-emotional (SEL) survey designed to help schools know how each student feels about coursework, their connection to school, etc. Using SEL in conjunction with the ABC's schools can quickly identify student needs and provide timely and effective interventions. Student Success facilitates positive learner-based interactions focused on decreasing the number of students not on-track to graduate in all grades.
- To address the increased mental health/trauma-related issues due to the uncertainty the pandemic has uncovered, an increase of mental health and behavior supports are needed for schools and students. Bark, a comprehensive monitoring for school-issued student accounts, alerts when students may be in danger online. Bark is content monitoring using an AI that scans all student G Suite and Microsoft 365 accounts (including emails, chat, and files) for potential issues like threats of violence, cyberbullying, and more. Bark provides insights and timely alerts to help keep students safe.

Plan for Teacher Training
JSD will use approximately $2,100,000 for additional training based on continued and ongoing evaluation. Professional Development relates to learning loss and fits within allowable use #15 "Addressing learning loss among students … by…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… and by implementing

evidence-based activities to meet the comprehensive needs of students." Professional learning opportunities will be determined based on continuous evaluation of student data, along with continued discussion with school leaders and teachers and reflection of student needs which may include but are not limited to:

- Training on implementation of audio and camera systems. Recent studies have found that teacher professional learning in technology is the most significant predictor of the type and quality of classroom technology use, suggesting that providing effective training to teachers can help close the digital use divide. In order to successfully implement audio and video systems in schools, it will be imperative to provide extensive professional development opportunities for educators that support improvements in instructional design and empower them to effectively use the technology in ways that most effectively support student learning.
- Training on prioritizing student engagement and other high-leverage instructional practices. JSD will provide professional learning to support educators in using approaches to acceleration that prioritize engaging students and promoting classroom dialogue.
- Training on strengthening academic content areas through assessment and instruction. Review of District data show that middle school students were significantly impacted by pandemic learning in math. JSD will provide professional learning opportunities to address how assessment data can be used to drive instructional practices that address disrupted learning.

Plan for Additional Personnel
JSD will use approximately $5,000,000 for additional personnel. Additional Personnel directly relates to learning loss and fits within allowable use #15 "Addressing learning loss among students … by … implementing evidence-based activities to meet the comprehensive needs of students;" Allowable use #8 "Developing and implementing procedures and systems to improve the … response efforts of local educational agencies; and Allowable use #19 "Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies…."
Selection of additional personnel will be determined based on continuous evaluation of student data, along with continued discussion with school leaders and teachers. and reflection of student needs which may include but are not limited to:

- Additional personnel to support audio and camera system set up and maintenance. An increase in technology requires an increase in the availability of qualified adults to support educators in learning, using, and implementing new learning technologies.
- Additional personnel to support continued virtual learning. Jordan School District has launched three virtual schools (elementary, middle, and high) to continue online learning. Students can choose to participate in daily live virtual instruction with a classroom teacher or can choose to work independently on a personalized path.
- Additional personnel to support school principals in operations, management, and instruction. Strong principals are a key driver to improve outcomes for students. Supporting principals and their well-being is essential to ensure that they can provide their school staff members with the focused work time and collaborative opportunities they need to successfully meet students' needs. Given the important role principals play in school stability, principals need extra support during these challenging times. Extensive decision-making and logistical operations have been added to principals' workloads as they lead their schools during the COVID-19 pandemic.
- Additional personnel to address the increased mental health/trauma-related issues due to the uncertainty the pandemic has uncovered. Student behavior has escalated at alarming rates from just one year ago. To support students and address the social emotional needs of at-risk students, behavior support assistants could be hired. Behavior support assistants would assist with one-on-

one monitoring, facilitating and assisting the school psychologist and school social worker, and working with teachers, administrators, and families to better support students' behavior needs. The assistants would be utilized at the most high-need schools as determined by behavior needs, caseloads, and student populations and may be used at multiple schools with multiple students simultaneously.

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 in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the "LEA Response" within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	*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*	*Example response: Our LEA will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.* *JSD will continue to work with the local health department to determine the actions that are necessary to respond to COVID-19.*
Physical distancing (e.g., including use of cohorts/podding)	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102*	*Example response: We will continue to use the guidelines reflected in the COVID-19 school manual.* *JSD will continue to encourage safe distancing practices.*
Handwashing and respiratory etiquette	*https://coronavirus-download.utah.gov/School/COVID-*	*JSD will continue to encourage safe handwashing and respiratory etiquette.*

	19_School_Manual_FINAL.pdf -page 109-111	
Cleaning and maintaining healthy facilities, including improving ventilation	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84*	*JSDS will continue to clean and maintain healthy facilities.*
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35*	*JSD will continue to work with the local health department in contact tracing and will work with the local health department to determine the actions that are necessary to respond to isolation and quarantine. Information regarding isolation and quarantine will be available on the JSD COVID-19 website.*
Diagnostic and screening testing	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56*	*JSD will work in conjunction with the local health department to offer free COVID Testing Sites. Information regarding testing will be available on the JSD COVID-19 website.*
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*	*JSD will work with the local health department to determine vaccination options for educators, other staff, and students, if eligible. Information regarding vaccinations will be available on the JSD COVID-19 website.*
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*	*JSD will continue to provide appropriate accommodations for children with disabilities with respect to health and safety policies.*

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.

Jordan School District COVID-19 Information: https://covid19.jordandistrict.org/

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:

Jordan School District will comply with the requirements of GEPA as described below:

- JSD will administer funds in accordance with all applicable statutes, regulations, program plans, and applications. Spending will be documented and tied to the JSD plan.

- The control of funds provided to JSD, 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;

- JSD will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, funds paid to that agency. JSD has written procurement policies and will follow all District Purchasing Guidelines.

- JSD will make all applicable reports.

- JSD will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of fund expenditures. A group of educators, including administrators, general education teachers, special education teachers, specialists, etc. will be included in the planning and implementation of all initiatives.

- JSD's application, evaluation, periodic program plan or report relating to funds will be made readily available to parents and other members of the general public. A summary of plan initiatives will be included on the District website under information related to pandemic response, as well as reviewed in a public board meeting.

- JSD 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. Information will initially be shared with principals and then with the teachers who will be working within each targeted initiative. Training will be based on and include information related to education research and promising educational practices.

- The use of funds will go directly to implementation of plan initiatives and will not include the purchase of any computers or software 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.

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):	Telephone:
Anthony Godfrey	801-567-8323
Signature of Superintendent or Charter School Director*:	Date:

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.