

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:

<p>Legal Name: Emery School District</p>
<p>Contact Information for LEA Representative</p> <p>Name: Ryan Maughan</p> <p>Position & Office: Superintendent, Emery School District</p> <p>Address: 120 North, P.O. Box 120, Huntington Utah, 84528</p> <p>Telephone: 435-687-9846</p> <p>Email address: ryanm@emeryschools.org</p>

PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

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

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

Emery School District was able to largely have face-to-face instruction for the 20-21 school year, however based on the negative effects of COVID and the soft closure we have significantly increased needs. Academic learning gaps, mental health of our students and employees, professional development needs of our educators to meet student needs, and community engagement are all primary concerns. Building sanitation and air quality improvement are also areas of high need. Emery will use funds to support learning gaps, academic interventions, social emotional learning supports, underrepresented student population's including academic support and parent and community involvement and engagement.

Emery will increase personnel and services in literacy, school counseling, social work, community coordination, instructional coaching and professional development opportunities and training for paraprofessionals, teachers, administrators, and parents. Air quality and sanitation efforts will support existing schools increased sanitation needs and replacement of roof top air handling units for improved air quality.

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.**

Emery will use funds to support learning gaps, academic interventions, social emotional learning supports, underrepresented student population's including academic support and parent and community involvement and engagement. school-based needs, student needs and district or school-based needs due to deficits identified or increased based on COVID related soft closure, and current related situations. This will include small group intensive instruction within the school day, literacy-based intervention, social and emotional support by increasing counseling and social worker services, and community engagement through a community coordinator. School based opportunities may include, personnel for intensive services and intervention, tutoring, extended school day opportunities, and summer programs. We have found limited opportunities to reach a large number of students through after school and summer programs. We will provide these programs with significant outreach to improve student involvement, but will address a large portion of accelerated learning needs through intensive instruction and services during the school day. Literacy supports and personnel will increase, instructional coaching and professional development will be utilized to support increased educator capacity to meet the increased needs of students.

Emery will use funds at a district level to support school-based technology needs, educator professional development aligned with learning gaps to enhance support for distance learning and underrepresented populations and all at-risk learners. Increased use of technology, professional learning needs, and community engagement through a community coordinator to provide outreach with an emphasis on under represented populations and at-risk students.

Schools will receive a portion of total allotment distributed through a formula similar to that identified and implemented with the CARES Act funds. Schools will have a base developed on at -risk student need. Schools with a higher percentage of students identified (at-risk/free or reduced) will receive a larger base. The remainder will be distributed to schools on a per school student population.

Formula and allotment attached.

Schools provide a school-based needs assessment to their district supervisor identifying steps and funds needed to address their needs. Approved plans will address identified areas and additional allowable

expenses if needed within these recommended categories: (Needs addressed will identify needs within recommended areas and additional allowable expense areas if required)

District and schools will address all student needs with emphasis on equitable and supported access for at risk learners.

Emery School Board defines student at-risk of academic failure as:

students with truancy issues and chronic absenteeism based on Compulsory Education guidelines (Policy: JE-Student Attendance and Truancy Intervention);

students referred and identified as having need of social and emotional services where concerns affect school performance;

students with low academic performance including an increase of failing grades and proficiency not at grade level based on grades and LEA and school level assessment results;

students that have been referred and identified as having behavioral concerns that affect academic performance (students with a Behavior Intervention Plan (BIP), behavior contract or students with provisional enrollment.)

students that have a high mobility rate where they are not enrolled for a full academic year in district;

students with limited English proficiency based on WIDA assessment results

students identified as "homeless" based on McKinney Vento qualifications addressing challenges in enrollment, attendance and academic success;

students identified as economically disadvantaged based on federal poverty guidelines or in foster care;

students at risk or dropping out or in need of credit recovery measured by progress toward graduation requirements as compared to their graduation year cohort.

Emery will be using our ESSER III funds in alignment with guidance related to learning loss. Emery will support educators with professional learning opportunities that support student individual learning plans who are at-risk of academic failure. Professional development will be specific to intervention strategies, best practice instructional strategies, enhancement of instruction for distance learners, and increased instruction-based technology training to better meet the needs of at-risk learners that display increased learning gaps based on assessment and progress monitoring when students returned to in-person/distance learning after the soft closure specific to the COVID-19 pandemic.

Intensive academic supports will be measured through improvements in literacy and academic performance based on state assessments, school-based assessments, and diagnostic and formative assessments through progress

monitoring. Mental health supports will be measured through risk screeners /assessments and improvements in decreased risk. Attendance and academic measures will also be used to support counseling, social work and mental health services. Instructional coaching supports will correlate with student academic improvements.

Evidenced based practices

Many of the high leverage evidenced based practices Emery is using are aligned with “Utah’s K-12 Literacy Framework” Emery is using ESSER III funds to support student literacy improvement, intensive interventions, social and emotional supports to improve students’ mental health and reduce barriers to academics, improving community and parent engagement, and focusing on instructional improvement through instruction coaching, mentoring and peer-to-peer collaboration. Evidenced based practices include:

- Diagnose student learning needs and use identified needs to drive all instructional decisions ▪ Incorporate effective student supports and instructional interventions ▪ Use fluid, rapid assessment and adjustment of instructional grouping and delivery to adapt to student learning needs
- Systematically identify barriers to student learning and opportunities to enhance learning opportunities for students who demonstrate early mastery ▪ Partner with community-based organizations, such as health and wellness organizations, youth organizations, and other service providers, to support students in overcoming obstacles and developing the personal competencies that propel success in school and life

8 Redding, S. et al. “Four Domains for Rapid School Improvement.” The Center on School Turnaround, 2018. pp. 19–25.

https://csti.wested.org/wp-content/uploads/2018/04/CST_Indictors-Effective-Practice-Four-Domains.pdf

- Provide direct and explicit comprehension strategy instruction
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/www>

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>

- Offer high-quality, individualized, and responsive professional learning opportunities designed to build the capacity needed for rapid school improvement ▪ Offer regular opportunities for job-embedded learning including coaching, mentoring, and observation (including peer observations) ▪ Leverage and maximize the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

Willis, J., Krausen, K., Caparas, R., & Taylor, T. (2019). Resource allocation strategies to support the Four Domains for Rapid School Improvement [The Center on School Turnaround at WestEd]. San Francisco, CA: WestEd.

- Adapt instruction to individual and small group needs.

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/www/publications/practiceguides>

- Meaningfully engage parents in student learning, progress, interests, and long-term goals

HIGH-LEVERAGE PRACTICES FOR SCHOOL LEADERS Prepared for Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education April 2020

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.
- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved

from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

- *“children need social, emotional and cognitive capabilities to fully thrive. In fact, students’ academic success depends, in part, on their ability to manage their emotions, build relationships, focus their attention and solve problems.”*

Jones, S. M., & Kahn, J. (2017). The evidence base for how we learn: Supporting students’ social, emotional and academic development. Washington, DC: The Aspen Institute, National Commission on Social, Emotional, & Academic Development

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>Social and emotional supports for improved mental health for At-Risk students (Counseling, Social Worker personnel)</i>	<i>August 2021-June of 2022 and June 22- August 2023.</i>	<i>Provided below</i>	<i>Decrease risk based on risk assessment screeners provided for students initially as a baseline and as they progress through provided services and supports. Additional measures of attendance and academic performance.</i>		<i>10 percent improvement (Decrease in risk) From initial screener to</i>

<p><i>Intensive literacy support during the school day, summer recovery, and tutoring programs (Interventionists, Literacy Specialists, paraprofessional supports at the school level)</i></p>	<p><i>June 2021- June 2022 and June 2022 - August 2023</i></p>	<p><i>Provided below</i></p>	<p><i>End of Year (EoY) Acadience Reading Scores for students in grades 1-3 in the yellow or red ranges disaggregated by student subgroup. Following year Boy, Moy, and Eoy)</i></p>	<p><i>Students identified as non-proficient and proficient students that have declined. (actual change scores monitored and will be provided)</i></p>	<p><i>Statistically significant improvement in composite scores (3-5 percent increase in proficiency or individual student growth improvement.)</i></p>
<p><i>Community Coordinator services for our students in Green River, with an emphasis on our at-risk population</i></p>	<p><i>August 2021-June of 2022 and June 22- August 2023.</i></p>	<p><i>Provided below</i></p>	<p><i>Improve parent awareness and involvement in their child's educational needs and greater involvement in planning, parent and student attendance at community nights, and parent and community training opportunities</i></p>		<p><i>Improved attendance in school-community opportunities. Home visits and increased attendance in parent-student-school conferencing for academic improvement.</i></p>
<p><i>Instructional Coaching, professional development, technology enhancements at school level</i></p>	<p><i>August 2021-June of 2022 and June 22- August 2023.</i></p>		<p><i>Instructional improvement for in person and distance learners, based on Attendance, Acadience, RISE, ACT Aspire, local measures including teacher effectiveness.</i></p>		<p><i>Improved teacher effectiveness, improved attendance and a 3 percent increase in proficiency or student growth if available.</i></p>

ESSER ARP BUDGET			
Total Award			\$ 1,780,366
HVAC Projects			\$ (550,000)
Remaining amount			\$ 1,230,366
Divided equally between two years			\$ 615,183
COSTS DETAIL			
	FY22	FY23	
Instructional Coaching	\$ 200,000	\$ 200,000	
Social worker services increase	\$ 41,000	\$ 41,000	
Counseling Services	\$ 33,000	\$ 33,000	
Parent Liaison/community coordinat	\$ 20,000	\$ 20,000	
Literacy and Math supports	\$ 17,000	\$ 17,000	
Literacy supports	\$ 45,000	\$ 45,000	
Instructional Coaching Additional D	\$ 15,000	\$ 15,000	
PD and Travel	\$ 95,000	\$ 90,000	
Tech School Needs	\$ 25,000	\$ 10,000	
School Allotment	\$ 120,000		
Contingency		\$ 148,366	
Total	\$ 611,000	\$ 619,366	\$ 1,780,366
Difference	4,183	(4,183)	(0)

Number	School	Enrollment	%	F&R	F&R %	Base	Formula	Total
104	Castle Dale Elementary	163	7.1%	79	48.5%	\$ 3,635	\$ 5,607	\$ 9,242
108	Cleveland Elementary	152	6.6%	84	55.3%	\$ 4,145	\$ 5,228	\$ 9,373
120	Ferron Elementary	221	9.7%	111	50.2%	\$ 3,767	\$ 7,602	\$ 11,369
124	Book Cliff Elementary	118	5.2%	97	82.2%	\$ 6,165	\$ 4,059	\$ 10,224
128	Huntington Elementary	259	11.3%	130	50.2%	\$ 3,764	\$ 8,909	\$ 12,673
132	Cottonwood Elementary	146	6.4%	87	59.6%	\$ 4,469	\$ 5,022	\$ 9,491
404	Canyon View Middle	207	9.1%	86	41.5%	\$ 3,116	\$ 7,120	\$ 10,236
408	San Rafael Middle	288	12.6%	144	50.0%	\$ 3,750	\$ 9,906	\$ 13,656
704	Green River High	78	3.4%	54	69.2%	\$ 5,192	\$ 2,683	\$ 7,875
706	Emery High	655	28.6%	291	44.4%	\$ 3,332	\$ 22,530	\$ 25,862
		2287				\$ 41,336	\$ 78,664	\$ 120,000
	Base x Free & Reduced %	\$ 7,500						
	Total of ESSERII for spending	\$ 120,000						
	Less District Allotment	\$ -						
	Total allocated to schools	\$ 120,000						

School Breakdown:

Excerpt from esser allowable pg 29:

C-3. How may an LEA use ESSER and GEER funds to support students’ social, emotional, mental health, and academic needs, including by hiring support personnel such as nurses, counselors, and social workers? An LEA may use ESSER and GEER funds, including the 20 percent of ARP ESSER funds set aside to address the academic impact

of lost instructional time, to support students' social, emotional, mental health, and academic needs, including by implementing school-wide strategies that enhance supports and interventions for students as well as targeted assistance for students who need such supports. For example, an LEA might hire additional personnel to prioritize student well-being and health by increasing student access to teachers, nurses, guidance counselors, social workers, and other support personnel (including teachers' aides and paraprofessionals). An LEA might also address the needs of students arising from the COVID-19 pandemic by using ESSER and GEER funds to implement or expand arts programs, such as music programs, including purchasing instruments; expand sports programming so more students can participate; or initiate clubs, such as a robotic or STEM club.

Book Cliff: (\$10,224)

ESSER III funds will be used for educator professional development to enhance literacy instruction, after-school programs, including, lego league, and robotics. The remaining funds will be used to support the salary of our literacy specialist for the 2022-2023 school year.

Castle Dale: (\$9,242)

the State of Utah LETRS training program they are participating in. Remaining funds, if any, may be used to provide other professional development resources, provide Literacy/Numeracy/Academic Support/SEL/Technology resources, or other needs based on what we determine is in the best interest of our students learning and growth.

Cleveland: (\$9,373)

ESSER III funds for LETRS stipends and after school tutoring

Cottonwood: (\$9,491)

ESSER III Funds for professional development including professional development professional services and supporting texts for educators

16 Chromebooks for grades 3-5 student technology needs.

Salary and benefit to support instructional aide services for academic interventions.

Ferron (\$11,369)

Ferron Elementary will continue to provide supplemental wages to teachers and current paraprofessionals to implement summer tutoring and instructional programs. This would include inviting identified students the opportunity to participate in one-on-one or small group tutoring to review skills needed to lessen the effects of summer slide regression. This program would occur two days/week for eight weeks of summer break. Students would be assigned specific learning groups to ensure needed learning gaps are addressed. Teachers and paraprofessionals would oversee the instruction of each assigned skills group. All students will be invited to participate in FE's summer reading challenge including acquiring points to earn incentives.

Updated custodial equipment and supplies are needed to meet the demands of preventing coronavirus. Equipment may include upgraded machines, tools and any other additional supplies required above and beyond a typical school year's custodial need.

Tech Supplies and related materials will be provided to address blended and distance learning for ongoing student academic support.

Huntington: (\$12, 673)

Allocated funds to provide for the LETRS program training and implementation.

Canyon View (\$10,236)

Technology and software needs, including software to support learning gaps (additional licenses for Aleks, etc.) and additional Chromebooks for student use to support interrupted learning, and learner environment situations due to experiences with COVID.

PD and Professional Learning for teachers to utilize technology for student growth and gains

Books for Library and ELA classrooms to support our literacy goals and disrupted learners.

San Rafael: (\$13,656)

ESSER III to fund an organize a regional middle school robotics program, the purchase of appropriate robotics equipment and corresponding coding programs, and professional learning for coaches.

In addition to funding of a robotics program we are supporting a literacy program to support academic learning gaps and accelerate learners. The program is by Really Great Reading the basic reading program called Blast Foundations, that is essentially 1st grade level. The. The next level is called HD Word, and that is upper level which covers 2nd through 12th grades.

Emery High: (\$25,862)

ESSER III:

Licenses for Aleks
robotics coaches/competitions
PD/Textbooks

Interactive TV's

Green River: (\$7,875)

ESSER III allocation for GRHS toward the Robotics program.

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

Improvements are measured by academic improvement for students, increased participation of students (attendance) Decreased risk based on screeners, evaluated educator instructional effectiveness, and technology enhancement based on increased access to student use technology, and increase participation (higher course completion rates of distance learners.) Attendance and involvement in school provided community nights and training. Effectiveness will be monitored quarterly at a minimum, and program and services adaptations will be made.

Progress will be measured ongoing by using

- 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.

Based on identified needs of Emery School District, proposed services are designed to meet the needs of our at-risk learners as our district defines "At-Risk." We will take additional community efforts to support our students and families through outreach services. Interventions to be implemented are primarily learner based, academic, social/emotional, mental health and literacy specific to directly address highly impacted students by the COVID-19 pandemic. Instructional supports and professional development for educators will support all learners with strategies and instructional improvements directly aligned with the increased needs of students brought on by the effects of the pandemic. While a portion of funds are designed to be used for facility improvement, the large majority of funds are proposed to be used to support accelerated learning. Services and supports will be monitored ongoing and at a minimum quarterly to evaluate effectiveness and implement adaptations.

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.

Remaining funds will be used to bolster resources for identified initiatives and services. Additional allocations will be dispersed to schools utilizing the established formula. Based on the evolving needs that may arise, additional funds will be used to address additional needs as they become apparent aligned to allowable use guidelines.

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the “LEA Response” within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/ https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html	<i>Emery will provide training, awareness, reminders and reinforcement for correct mask wearing. Emery will continue to work with our local health department to determine the policies and actions that are necessary to support in person instruction in a responsible manner.</i>

	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109	Emery will respond to the current status of COVID-19 in our context. Partner with Southeastern Health department for Safe Return to school plan.
Physical distancing (e.g., including use of cohorts/podding)	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102	Emery will continue to use the guidelines reflected in the COVID-19 school manual.
Handwashing and respiratory etiquette	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111	Continue to provide short training, reminders and reinforcement for students and employees for handwashing and mask use.
Cleaning and maintaining healthy facilities, including improving ventilation	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84	Emery will use a portion of ARP ESSER III to update and upgrade rooftop ventilation to existing schools to improve air quality.
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	Emery partners with Southeastern Utah Health Department
Diagnostic and screening testing	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56	Emery district will make testing available. Test to play, or test to stay protocols will be used based on situation specific to Health department and District protocols and mitigation.
Efforts to provide vaccinations to educators, other staff, and	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 57-59	Emery will provide awareness and availability of vaccinations providing convenient opportunities on a voluntary basis.

students, if eligible		
Appropriate accommodations for children with disabilities with respect to the health and safety policies	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 106, 109, 114	<i>Emery will ensure that appropriate respect of individual situations specific to children with disabilities will be observed and, provide individual accommodations and resources for individual student needs.</i>

B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.

This link will be made available on the USBE website and be provided to the U.S. Department of Education.

<https://www.emeryschools.org/ESSERIIIResponsePlans>

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:

Emery School District will support GEPA compliance and comply with assurances stated below. Emery will administer funds in accordance with all applicable statutes, regulations, program plans, and applications. Emery will use fiscal control and fund accounting to ensure proper disbursement. Emery will make available reports reasonable and necessary to required stakeholders including the governor and U.S. Secretary of Education. Reasonable opportunities for participation by parents, teachers, organizations and individual stakeholders in the planning and implementation of funds will be facilitated through parent meetings, staff meetings and School Community council meetings.

Transparency will be maintained with plans, reports and summaries of expenditures and purpose, available to stakeholders and the general public. Any construction related expenditures will be consistent with overall State plans and ensure section 504 compliance. Emery has adopted current policy and procedures for

acquiring and disseminating information and supporting research based effective and promising educational practices. No acquisition of equipment will result in direct financial benefit to those representing specific interests within an organization.

Emery will support students including underrepresented populations as identified in Emery School Board's definition of At-Risk learners. Provide additional supports due to COVID soft closure and related circumstances based on district and school-based needs assessments. Funds will be used for allowable expenses and expenditures will follow approved procedures and policy compliant with GEPA requirements and stated and agreed upon assurances.

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):

Ryan Maughan

Telephone:

435-687-9846

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.*