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:

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.

SJSD differs from most Utah districts in that half of our twelve schools reside on or near the Navajo Reservation. Our Southern/River Region schools complied with the Navajo Nation mandate that schools remain closed during the 2020-21 SY. These students participated with online delivery of instruction with varying, often limited success. While great efforts have been made to improve our River Region schools, historically they have been significantly underperforming.   School closures, the trauma of isolation, illness, family deaths and lack of normal services has had a serious impact on students in our River Region schools. These students have been isolated from teachers, peers, support staff and friends since March 2020.

San Juan's Northern Schools (Abajo Region) resumed live classes the fall of 2020, following CDC guidance, while offering parents options for their children: 1) live in person instruction, 2) online instruction or 3) blended learning-a combination of both live and online instruction.

COVID-19 has had a significant impact on San Juan School District's children. While everyone has suffered from the effects of the pandemic, our most vulnerable and struggling students have been disproportionately impacted. Although the COVID pandemic disrupted the entire world, nowhere has it hit harder than in our reservation communities. The Navajo Nation, the largest tribe in the U.S., has experienced the largest numbers of infections per capita in the U.S. As of July 22, there were 8,617 cases, with 422 deaths (4.9% death rate). San Juan County has been designated the "Hardest Hit by COVID-19" in the State of Utah with a total burden score of 77.24. The next county scores 53.84. Factors in this score includes a 4.4% rise in unemployment, % of COVID-19 cases per Capita (10%); % of children in poverty (22.3%.

The District's goal to have every child on or above grade level faced significant barriers, pre-pandemic, of large percentages of students who live in poverty, are classified as McKinney Homeless and English Learners.

2018-19 SY	Enrollment	ELL	Homeless
District	3136	872 -- 28%	707 – 23%
Blanding Elementary	618	117 – 19%	32 – 5%
Bluff Elementary	148	80 – 54%	48 – 32%
La Sal Elementary	14	0	1 – 7%
Montezuma Creek El.	307	150 – 49%	77 – 25%
Monticello Elementary	291	20 – 7%	17 – 6%
Tsebii'nidzisgai El.	365	184 – 50%	195 – 53%
Albert R. Lyman Middle	347	26 – 7%	31 – 9%
Monticello HS	292	15 – 5%	24 – 8%
Monument Valley HS	264	112 – 42%	138 – 52%
Navajo Mtn. HS	40	13 – 33%	19 – 48%

San Juan County has been designated as a federal Intergenerational Poverty (IGP) County, a distinction for populations that have high percentages of poverty that persists throughout generations. Eighteen percent (18%) of the population experiences IGP. Sixty-two percent (62%) of children from IGP families risk remaining in poverty as adults unless effective steps are taken to disrupt this trend. Forty percent (40%) of families within the Navajo Nation, as well as Ute families on Ute tribal lands, live below the poverty level.

San Juan is also designated a "Persistent Child Poverty County" which by definition has had poverty rates of at least 20 percent the last four census years. Currently the poverty rate for the County is 22.6%, over double the 11% rate for the State of Utah.

Chronic Absenteeism contributes to this cycle of poverty: Bluff Elementary = 38%; Montezuma Creek = 39%; Tse'biinidzisgai Elementary = 47%; Monument Valley HS = 21%; 4 Whitehorse HS = 26%; Blanding Elementary = 18%. (Intergenerational poverty in San Juan

County; Intergenerational Welfare Reform Commission).

The District believes that innovative options for education delivery can substantially help these numbers, especially in these times of pandemic. ESSER funds along with the Federal ACE grant will allow the District to offer students more choices and more flexibility in choosing accelerated learning models of support.

Academic baseline data is largely missing as State end of level assessments were discontinued for the 2019-20 school year. Schools on the reservation (half of the District's schools) have not been in session for over a full-year, resulting in lack of even systematic school level assessments.

The following pre-pandemic data gives a sense of the urgency the district feels to help the most vulnerable students in the district found in our **Southern schools (River Region).** These schools are characterized by the highest rates in our District of: poverty, homelessness, English Learners (ELs), and all the challenges of serving children who live in remote locations who often do not have internet access and other modern conveniences.

While the River Region students are a real concern for our District, all children have experienced some level of trauma and some students in our **Northern schools (Abajo Region)** opted for online learning and have been negatively impacted both educationally and socially as our River Region students have. Students in our Abajo Region who are minority, and have the designation of lo-come, McKinney Homeless and English Learner will be prioritized for services along with the River Region students.

CHARTS of LAST STATE RESULTS/COMPARISON WITH NORTHERN SCHOOLS

ELEMENTARY SCHOOLS 2018-19 RISE PROFICIENCY SCORES						
RIVER REGION	**Assessment Type**	**Subject Area**	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Highly Proficient**
Montezuma Cr.	(Grades 3-8)	Lang. Arts	71.7%	12.3%	12.3%	3.6%
Montezuma Cr.	(Grades 3-8)	Mathematics	68.1%	14.5%	10.9%	6.5%
Bluff	(Grades 3-8)	Lang. Arts	40.5%	38.1%	14.3%	7.1%
Bluff	(Grades 3-8)	Mathematics	38.1%	26.2%	26.2%	9.5%
Tse'Bii'Nidzisgai	(Grades 3-8)	Lang. Arts	76%	10%	12.75%	1.5%
Tse'Bii'Nidzisgai	(Grades 3-8)	Mathematics	73.7%	13.9%	8.8%	3.7%
ABAJO REGION	**Assessment Type**	**Subject Area**	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Highly Proficient**
Blanding	(Grades 3-8)	Lang. Arts	43.8%	19.3%	16.9%	20.1%
Blanding	(Grades 3-8)	Mathematics	39.4%	20.1%	16.9%	23.7%
Monticello	(Grades 3-8)	Lang. Arts	24.7%	22.7%	28.7%	24.0%
Monticello	(Grades 3-8)	Mathematics	21.3%	9.3%	22.7%	46.7%

SECONDARY SCHOOLS RISE & ASPIRE PLUS 2018-19 PROFICIENCY SCORES

RIVER REGION	Assessment Type	Subject Area	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Monument Valley	RISE (6-8)	Lang. Arts	87%	9.5%	1%	3%
	RISE (6-8)	Mathematics	89.5%	8.5%	2%	0%
Navajo Mtn. HS	ASPIRE 9-10	Lang. Arts			6%	
	ASPIRE 9-10	Mathematics				
Whitehorse HS	RISE 6-8	Lang. Arts	79.5%	11.5%	7%	2%
	RISE 6-8	Mathematics	72%	17.5%	6.5%	4%
ABAJO REGION	Assessment Type	Subject Area	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Albert R. Lyman MS	RISE (6-8)	Lang. Arts	49.8%	17.4%	18.3%	14.5%
	RISE (6-8)	Mathematics	44.9%	23.7%	18.9%	12.5%
Monticello HS	RISE (7-8)	Lang. Arts	22.6%	14.3%	39.3%	23.8%
	RISE (7-8)	Mathematics	7.7%	19.2%	34.6%	38.5%
San Juan HS	ASPIRE (9-10)	Lang. Arts	14.8%	48.4%	33.0%	3.9%
	ASPIRE (9-10)	Mathematics	24.2%	50.0%	22.5%	3.3%

The District wishes to use ARP funds to mitigate the serious effects of the COVID-19 pandemic on our students by:

1) Developing and offering additional, effective **Intervention/Accelerated Learning** services for students who have lost learning due to the pandemic.
2) Address serious **Mental Health (Emotional/Social)** issues that have been exacerbated by the trauma our students have experienced because of the pandemic.
3) Address the lack of broadband internet (**Technology LAN**) service support in the Southern/River Region, thereby enabling all students to be able to access online programs and services from home.
4) Hire the additional **Personnel** to support the new academic, behavioral and technology services that will be provided.
5) Repair and improve facilities (**Capital Projects**) to ensure students/staff are safe from virus transmission and will allow for additional services to be offered.

Please note that our District has already satisfactorily addressed COVID-19 supplies and Air Ventilation systems. This round of ARP funds will not be used for these two items.

The District has taken the following steps to involve all Stakeholders in the development of our ARP plan:

1. Deployed a survey to **parents, teachers, students and community leaders** to determine what priorities they have to effectively address learning loss, accelerate learning and to protect and prevent future COVID-19 outbreaks.

RESULTS

- Parents and Teachers both ranked having additional paraprofessionals/classroom aides and after-school Tutoring as their # 1 priority.
- Community Leaders ranked having additional nurses as their #1 priority.
- Students ranked having additional counselors as their #1 priority, along with tutoring/mentoring support.
- All ranked additional bus paras and wi-fi access on long range busses as a low priority.

2. Individually interviewed each **principal** to determine the greatest need for relief in each building.

RESULTS:
- All principals requested additional learning loss paraprofessionals, liaisons and nurses support.

3. Individually interviewed each **district director** to determine how to use their programs to supplement the ARP plan and to learn how to best use ARP funds to deliver school/student services.

RESULTS
Predictably, directors saw their priorities very much aligned to their department responsibilities.
- HR listed professional development for sanitation and prevention of infectious diseases as well as developing and improving procedures to improve preparedness and response efforts of the district and schools.
- Transportation listed wi-fi access on long-range routes
- IT requested additional educational technology and hardware support such as Chrome book replacement etc.
- Special Education saw the value of hiring additional nurses.
- Business Office listed additional sanitation PPE supplies and providing meals and technology for students who are attending online.

School Community Meetings/Focus Groups (both live and Facebook Live Events)were also held in each community to gauge families' and community members' support for this plan.
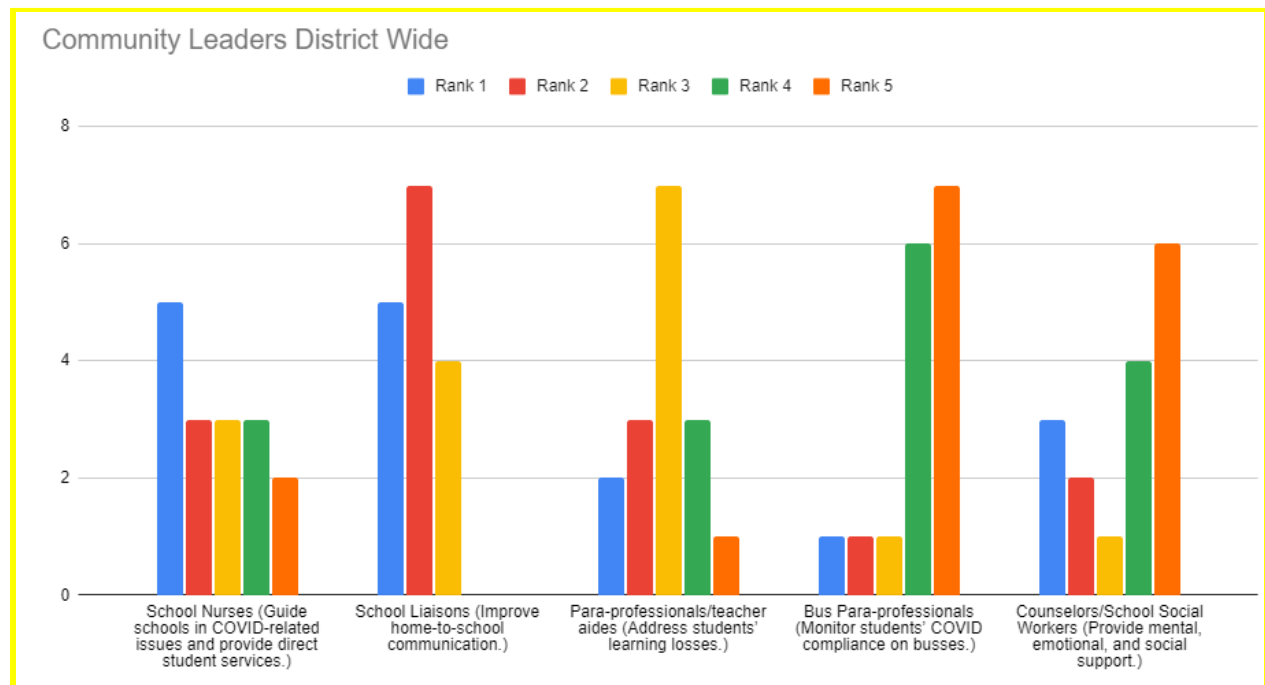
AUGUST BOARD MEETING

San Juan Schools

JUN 22, 2021

Board Meeting will be held on August 11, 2021, at the District Office in Blanding, Utah beginning at 3:00 pm with Public Comments at 6:00 pm if you would like to submit a comment please email them to eewald@sjsd.org prior to 6:00 pm.
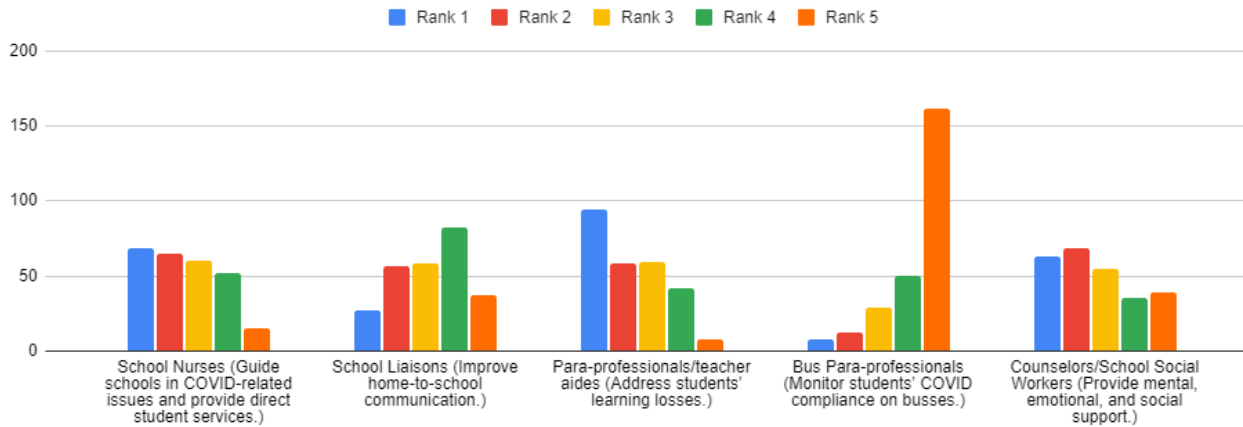
If you have any public comments regarding the use of ARP ESSER Federal Funds to complete a capital project involving the District Office Conference Building, please bring your comments to the public comment portion of the Board Meeting on August 11, 2021.

4. Public Board meeting and Public Comment Period on August 11th, 2021 for use of ARP funds including capital projects. San Juan Schools have submitted necessary documentation for project approval.
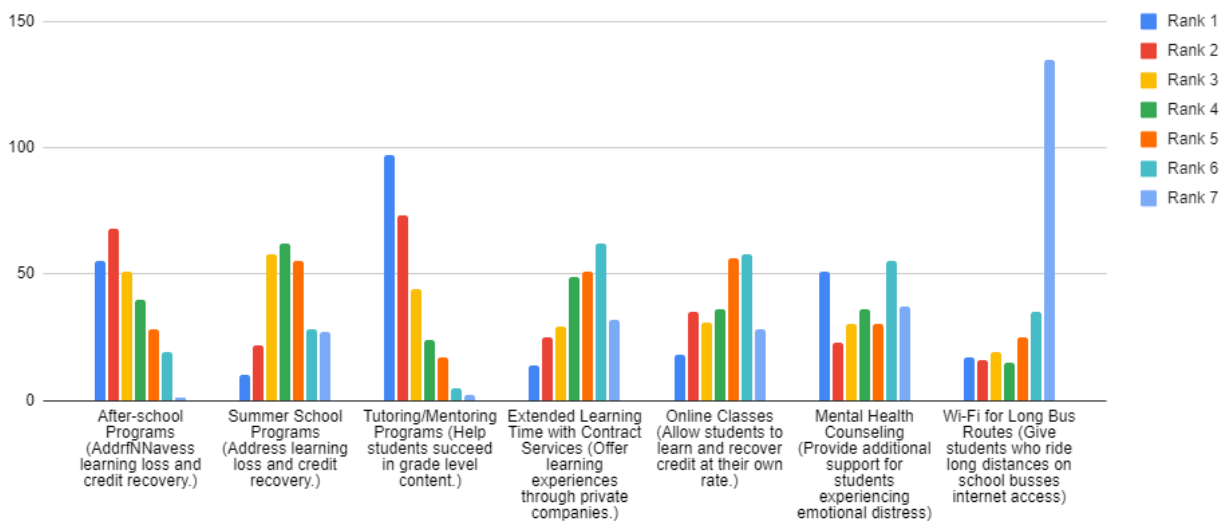
The following charts indicate some of the survey data including parent, teacher and community leader feedback. Additional charts or data can be provided upon request.
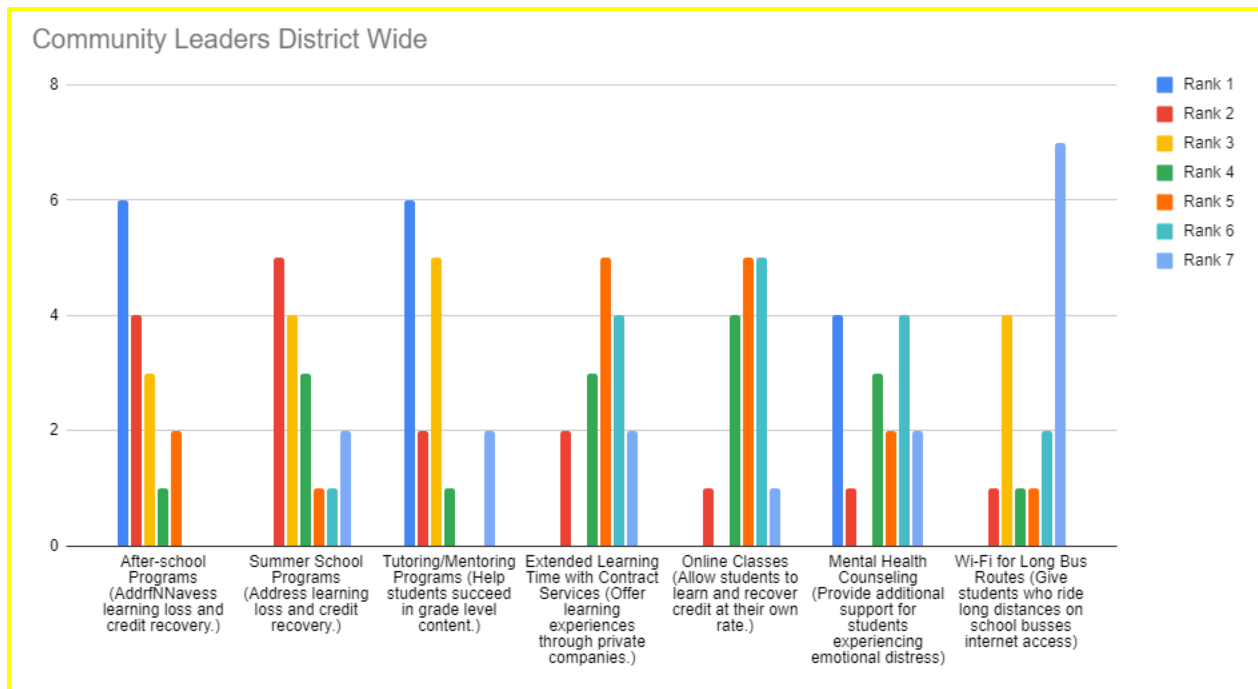
Parent Ranking - District Wide

Legend: Rank 1, Rank 2, Rank 3, Rank 4, Rank 5

Categories:
- School Nurses (Guide schools in COVID-related issues and provide direct student services.)
- School Liaisons (Improve home-to-school communication.)
- Para-professionals/teacher aides (Address students' learning losses.)
- Bus Para-professionals (Monitor students' COVID compliance on busses.)
- Counselors/School Social Workers (Provide mental, emotional, and social support.)

Parent Ranking - District Wide

Legend: Rank 1, Rank 2, Rank 3, Rank 4, Rank 5, Rank 6, Rank 7

Categories:
- After-school Programs (AddrfNNavess learning loss and credit recovery.)
- Summer School Programs (Address learning loss and credit recovery.)
- Tutoring/Mentoring Programs (Help students succeed in grade level content.)
- Extended Learning Time with Contract Services (Offer learning experiences through private companies.)
- Online Classes (Allow students to learn and recover credit at their own rate.)
- Mental Health Counseling (Provide additional support for students experiencing emotional distress)
- Wi-Fi for Long Bus Routes (Give students who ride long distances on school busses internet access)

Community Leaders District Wide

INTERVENTION/ACCELERATION OF LEARNING NEEDS:

Stakeholder feedback shows firm support to provide additional services and personnel for Interventions/Acceleration opportunities. These include: Learning Loss Paraprofessionals in the classroom, Secondary after school credit recovery/tutoring and summer school. To reach as many students as possible these needs will be met with both in person and online resources detailed in the plan below.

TECHNOLOGY NEEDS:

LAN Network Overview

San Juan School District has been awarded funds to design, engineer, build and maintain a Wireless Local Area Network (WLAN) that will serve the needs of SJSD students on Navajo Nation lands. This WLAN gives students connectivity for educational purposes. With support from SJSD, we will monitor this network for the next three years. The students and families will receive this service free of charge.

The San Juan School District has been developing the LAN Area Network for students and families across San Juan County since the start of the pandemic in March of 2020. The RRLA project began providing support to district personnel to develop a network that would reach students across the Navajo Nation. Since that time, the school district has utilized Broadband funding, CARES, ESSER II and ARP funds to continue to provide the internet by using direct line of sight internet to student homes.

This connectivity comes from tower sites, beginning at the District school locations and extends throughout the Navajo Nation. These tower sites, also located at student homes, will house radio equipment connecting all tower sites with licensed and unlicensed radios. Thus, creating WLAN connectivity that the students require for educational purposes. In our efforts to build this system, we have reached out to Elk Petroleum and others for permission to use or construct towers at their locations. These towers will be in place for the duration and life of the WLAN project.

With regards to tower sites that are necessary to be located on high mesas throughout the Navajo Nation Tribal Lands, SJSD has pursued an Approval Resolution with each Chapter House to use the lands specified. We are currently attempting to create a relationship with companies, such as Elk Petroleum who already have tower installations, to minimize the impact on Tribal Lands in those areas. In accordance with UT state and SJSD board policy, we are required to maintain CIPA compliance with regards to any network connectivity that SJSD provides. Therefore, all WLAN connectivity will be filtered according to that policy. The Broadband grant from the State of Utah allowed the San Juan School District a firewall to support county-wide filtering for students and families.

In the past months, we have seen the vital nature of connectivity for SJSD students. Teachers are delivering curriculum via distance learning models, and are closely monitoring student collaboration and growth. This educational delivery system requires a stable and sufficient capacity to support. In our research and practical application of solutions, this remote tower and radio WLAN connectivity is the best way for all students within the San Juan School District to receive the education they deserve in a consistent manner.

The LAN Area Network allows students to access digital blended learning from their homes on the reservation. It allows access to vital resources for students to study or complete homework. School devices are checked out in order to allow students to work from home when necessary.

CAPITAL IMPROVEMENT NEEDS:
The additional personnel, who will implement the strategies of our plan, will need office space that currently does not exist. Schools and the District office are already stretched to capacity. There is a great need to create office space for additional nurses and social workers.

Of concern also is the aging and at times non-functional school intercom systems. Covid-19 has placed many additional demands on schools, necessitating the need to communicate clearly throughout the school, adjust schedules quickly and align bells and other signals to whatever configuration the school needs to quickly and efficiently move students while protecting them from undue exposure. Having outdated systems is a safety concern for our students.

The San Juan School District has conducted a needs assessment including student, parent, administrator, community leader, district director and stakeholder input to collect information to assist in developing a comprehensive and strategic plan to implement ARP funding. This plan focuses on developing necessary support to students and families impacted by the Covid-19 pandemic. San Juan County has been designated as a Federal International Poverty (IGP) County, a distinction for populations

that have high percentages of poverty that persist throughout generations. Covid-19 has created a need for increased social, emotional, health, wellness and prevention education that is provided by our School Nurses and Social Workers. This increased need has continued to be a priority throughout our stakeholder interviews, surveys and directors recommendations.

This project is specifically relevant to this guidance on capital expenditures as follows: *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.*

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—
  o Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
  o Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
  o 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.

ACCELERATED LEARNING PLAN:

The District feels a great urgency to account for every child's whereabouts, situation, emotional and academic standing. This will require a concerted effort by administration, teachers, liaisons, counselors, and social workers. During the first two weeks of 2021-22 start-up, schools will be required to generate a list of absent or unaccounted for students. Within the month, all students will be accounted for as either registered for school, attending home school, or moved. Students still residing within the District will be regularly attending school, successfully accessing online instruction or documented as a homeschooled student. A report of the numbers, whereabouts, and instructional model of all children will be generated and shared with the Superintendent and School Board.

All schools have in place quality 90 Day School Improvement/Turnaround plans that have been developed with teachers, parents, administrators and consultant guidance.   The plans follow the University of Virginia (UVA-PLE) model, that includes a needs assessment utilizing root-cause analysis, measurable goal statements with regular benchmark measures, specific goals set for "high leverage" indicators, and action plans using "evidence based strategies."

These plans will be reviewed and updated to reflect the current reality of lost school days, and the need to establish new baselines and address new barriers/challenges due on September 3rd and January 28. Schools will stay on course with this planning process. The 20% ARP ESSER award will allow schools to offer another level of interventions and extended time structures for students to accelerate their learning.

The District has additional resources such as a Federal Accessing Choices in Education (ACE) grant, that gives students a variety of commercial classes/programs for those seeking alternative ways to

earn credit and recover learning. A wide range of options are available for student support to recover and accelerate learning. These resources will be offered as additional support for students needed to catch up.

Establishing new academic baselines for each student and school will be a priority this fall. The following assessments will make up a robust system so teachers can:

    1) learn precisely what children know and do not know in relation to State and District standards,

    2) communicate with both students and parents what this new baseline data shows and its implications for acceleration of learning,

    3) match research-based interventions with student needs and offer new alternatives for students to catch up quickly.

The following assessments will be used to pinpoint accurately each student starting point and to develop realistic and rigorous benchmark goals to ensure each student is on track to be on grade level or above. A **Student Summary Profile** will be developed, by the end of the first term, so teachers and parents can work together to ensure every student progresses satisfactorily.

The following assessments will be used to establish new baseline data.
- Sown to Grow (K-12)
- Acadiance Reading & Math (K-6)
- Catapult Evaluate (3-6)
  - English Language Arts
  - Mathematics
- District Benchmarks (3-11) English Language Arts and Mathematics
- Mastery Connect (District wide)
- WIDA/ELLevation Data
- 4 year Graduation Plan
- Early Warning Systems (All schools have access)

This Profile will compile both academic and behavioral data/information that will allow teachers, parents and students to develop individual plans for each child in order to fully engage in school, accelerate learning and recover emotionally from any pandemic effects.

Incorporation of Existing and New ESSER Learning Loss Services:

The Assistant Superintendents and Student Services Director will develop a list of available **Intervention/Accelerated Learning** options for each school to choose from. This list will include: 1) already established programs, 2) new programs funded by ESSER, 3) other services provided by the Federal ACE grant, 4) any services/programs offered by outside agencies.

These District Directors will then work with each school to develop a menu of program services that will be available for their students. This menu will be approved by the Superintendent and then published and promoted for students and their parents. (Will need to be much more specific here).

During the second term of the 2021-22 SY, schools will hold Academic Parent Teacher Teams (APTT)/College and Career Readiness (CCR) Days where teachers will meet with each student and their parents to: 1) analyze the Student Summary Profile, 2) set academic and behavioral goals and benchmarks, 3) to identify any potential barriers to success and address those, 4) to identify and commit to specific roles for each—teacher/parent/student, 5) to set-up a system of communication and tracking so everyone can be responsible in real time for progress. The Accelerated/Extended learning opportunities will be matched with the needs of each student resulting in a specific, doable plan for students to accelerate their learning.

Elementary Schools: Learning Loss Paraprofessionals

The District wishes to supplement Montezuma Creek and Tse'biinidzisgai elementary schools' classroom aides with an additional 2 paraprofessionals who will focus on providing interventions for students who are significantly behind meeting grade level standards

These interventions will align with and be supported by the schools' established Tiered system of instructional support. This system will guide teachers and the PLC's in progress monitoring and providing interventions and acceleration opportunities for every student, while targeting struggling students. The description below is specifically K-3; however, a very similar process is used in all grades.

At the beginning of the year or entry into, all kindergarten through third-grade students are administered screening and diagnostic assessments. Those assessments include: KEEP Entry for Kindergarten, Acadience Reading Assessments, and WIDA (if the home language survey indicates). After BOY, MOY and EOY Acadience Reading Benchmark assessments are given, teachers set or evaluate the Pathway of Progress growth goals for each student. The initial assessments help teachers know where each student's strengths and weaknesses are in foundational reading skills, which help determine where Tier 1 and Tier 2 instructional planning starts. Data from these assessments and progress monitoring is used in PLC Deep Data Dives that analyze which skills and core standards each student has mastered and which need to be retaught. In this process, teachers discuss student errors or misunderstandings and plan how to reteach in a more effective way. This process helps each teacher grow as a practitioner as well as growing the student.

Tier 2

Tier 2 Intervention consists of small, flexible grouping, with targeted, explicit researched based instruction individualized for students who have not met mastery on grade-level standards as indicated by diagnostic and progress monitoring assessments. K-3 students who do not demonstrate mastery of grade level essential standards that have been taught during the progress monitoring cycle and regular formative assessment receive supplemental small group support through a Tier 2 intervention system. A teacher or trained paraeducator will facilitate intervention instruction 4-5 days per week to groups of 2-6 students for approximately 30 minutes sessions. Evidence-based curriculum & strategies consists of Wonders ESL, WonderWorks, Heggerty Phonemic Awareness, Next Steps, Teaching Reading Resource, LETRS, Tier 2 Fluency Routines, Wonders Routines, SIOP Vocabulary Strategies, Close Reading, Reciprocal Teaching, Kinsella Discussion Frames, Kinsella Writing Frames, blending and segmenting strategies,

phonics decoding strategy, CODE Strategy, Lexia Software (K-3) and Waterford (K-3). Weekly progress monitoring of the sub-skill each student is working on will inform instruction as well as the entry and exit in and out of groups. Progress monitoring frequency cycles will be based on student data over 1-3 week intervals. Teachers analyze observational data as well as progress monitoring data weekly to determine instructional placement for the upcoming week. Students exit intervention instruction when they demonstrate proficiency on grade level essential standards and targeted skills on two to four consecutive progress monitoring cycles. Teachers continue to progress monitor all students as they flexibly move instructional groups. Teacher PLC teams analyze student data to ensure progress and support is targeted each week. Students exit tiered small group instruction at the frequency their data indicates is appropriate.

Tier 3:

K-3 Tier 3 instruction is explicit, intensive research-based and is individualized for students who have significant needs as indicated by diagnostic assessments. Students who receive this level of intervention do not have to receive Tier 2 instruction first. This instruction is in addition to the Tier 1 literacy block. K-3 students who do not demonstrate mastery of grade-level essential standards and or are not showing adequate progress in Tier II intervention progress monitoring and regular formative assessment receive supplemental support through a Tier 3 intervention system. Students receiving Tier 3 instruction are not to be removed from the Tier 1 literacy block for these supports. These students may have an IEP, however, Tier 3 is not just for SPED students and may include any high-risk students. These students may receive a pre-teaching or re-teaching of Tier 1 instruction alongside intensive focused targeted needs-based instruction. Some of the programs being used for Tier 3 are WonderWorks, Wonders ELD, Phonics for Reading, High Noon, Scott Foresman Kit, Corrective Reading, and Rewards. A classroom teacher, Special Education teacher or trained interventionist delivers intervention instruction daily to groups of 1-4 students for approximately 30 minutes 4-5 times per week utilizing curriculum-based intervention tools. Tier 3 interventions may also include off-grade level lessons designed to scaffold the learning progressions and support gaps indicated in the weekly and daily data. Progress monitoring occurs weekly. Students exit intervention instruction when they demonstrate proficiency on grade-level standards and targeted skills on two to four consecutive progress monitoring cycles. If the intervention is not improving student success, necessary adjustments will be made. On and off-level progress monitoring will be used as needed to assess growth within an intervention. This data cycle is essential in monitoring student progress and ensuring student growth. Student placements are flexible based on data. Student groups are adjusted weekly. Students can be moved in and out of Tier III based on data and identified needs discussed each week in PLC meetings.

K-3 Learning Coaches:

Recognizing the importance of the first three years of school for all students, but especially for high-risk students, and also knowing of the increased demands for primary grade teachers to be able to meet the needs of students during this pandemic time, the District wishes to partner with the South

Eastern Service Center (SESC) to provide 2 K-3 Learning Coaches. This will help ensure our primary teachers have the support they need to help our most vulnerable students.

Budget includes registration, travel and supplies in order to complete the learning coach endorsement.

Summer School:

The District struggles to hire summer school personnel and also faces the challenge of paying bus drivers who are not allowed additional hours due to legal work requirements. Since school run summer programs have not typically been successful, but parents want this needed service for their children, the District will contract with a private provider to offer a quality research based online summer school program.

Catapult Learning, during our elementary schools' turnaround efforts, won the RFP for supplemental services in our district. Catapult Learning successfully partnered with the four lowest-performing schools - on Utah's Targeted Support and Improvement (TSI) list over the course of 2.5 years, enabling demonstrable change resulting in removal from the TSI list, reading and math gains, and letter grade improvement for all schools. The AllianceTM Consultative Professional Development School Transformation Solutions is a comprehensive K-12 school improvement solution that increases student achievement and builds site capacity for continued success.

The District will follow all the same State Procurement procedures to select a vendor for ESSER online Summer School services. This vendor will have to meet or exceed all of Catapult evidence based strategies and successful record of helping students who are significantly behind.

These strategies include:

Catapult Learning interventions use small-group instruction to set students up for success. Using formative assessments to identify skill gaps, they customize learning plans to support students struggling in both reading and mathematics. Their Reading Intervention programs provide intensive, small-group instruction for students struggling with grade level content and concepts.

Their programs include explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. Students learn through shared reading, guided reading, and text analysis. Catapult Learning's Math programs help students build confidence through highly structured lessons, support and our instructional modeling based on research from the National Research Council. Skilled tutors work with students to remediate essential prerequisite skills in reading and math. They also use this time to develop effective study skills and work habits. Catapult tutors build student self-confidence, resulting in improved academic performance.

Secondary Schools: During and after-school credit recovery/accelerated coursework

Secondary students need both credit and learning recovery/acceleration. Parent/Teacher surveys and past experience shows providing on-going opportunities, both during the school day and after-school is the best way to provide these interventions. 5 Learning Loss Paraprofessionals will be hired to facilitate Edgenuity online courses or face to face tutoring, during the school day. 10 Teachers (2 for five secondary schools), will tutor students after-school ensuring many ways for students to earn credit and accelerate their learning.

Edgenuity online courses (www.edgenuity.com) including Gifted and Talented, AP, Remedial and Career/Vocational are based on sound pedagogy research. Interactive Educational Systems Designs, Inc., summary research, "How Edgenuity Courses Align with Research on Effective Instruction--A Summary of Independent Research," February 2013, summarizes key effective pedagogy that is the basis for the program.

These strategies include:
- Explicit Instruction (prior knowledge activation; clear lesson purpose, goals, expectation; small, manageable instructional segments; clarity of instruction; scaffolded practice; checks for understanding);
- Deep Thinking for Transferable Knowledge (teaching for understanding of general underlying principles and concepts; highlighting processes of thinking; multiple representations; encouraging student engagement with content; teaching application conditions);
- Promoting Metacognition (teaching diverse range of metacognitive strategies; self-monitoring; self-explanation; self-evaluation);
- Reducing Cognitive Load (effective multimedia instruction; simulations to teach complex content; presenting information in graphic organizer format);
- Universal Design for Learning (multiple means of representation; multiple means of action and expression; and multiple means of engagement.)

Heritage Language Curriculum Support

Heritage Language classes span all K-12 grades and the need to update curriculum to ensure it is both coherent and accessible is a high priority for the district. This work is ongoing and the District wishes to expand it to include placing every course on the Canvas platform so all students can access it at school or at home. Many students, who choose a blended learning experience, need this online curriculum, which cannot be purchased from any other commercial vendor.

Additional Personnel Requested

- Learning Loss Paraprofessionals (5 secondary schools and 2 elementary)

- Secondary After-School Programs (10 teachers-per 5 high schools)
- Teacher of Record Stipends/ARP Support Stipends
  - Online students must have a licensed teacher approve their work in order to be issued credit. This is an additional responsibility for teachers who have to check students' work, who are not enrolled in their classes. These stipends would compensate teachers for additional responsibilities and time, ensuring that students have mastered core content.
  - Stipends include school or district staff stipends approved by the Superintendent of Schools due to increased demand from projects incurred by the use of ARP funds in order to provide adequate support to see projects through completion.

Contracted Services:
- Summer School-(Contract Services for 5 elementary schools)
- Secondary Students Online Tutoring/Mentor

    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
Credit Recovery Program At-Risk of Dropping Out/Not Graduating	*June 2021-August 2021 and June 2022 - August 2022*	*$198,389 (Learning Lab costs)*	*Total number of credits recovered; number of students served disaggregated by student subgroup*	*31 x (.5) credits recovered; 62 students served*	*60 x (.5) credits recovered; 124 students served*
Summer recovery tutoring	*June 2021-August 2021 and June 2022 - August 2022*	*$119,033 (contracted summer school services)*	*End of Year (EoY) Acadience Reading Scores for students in grades k-3 in the yellow or red ranges disaggregated by student subgroup*	*2018 BOY Acadience scores for Grades K-3 all students show that 34% of students were well-below (red) at BOY and 14% of*	*For students designated as red and yellow who participate in online summer school (BOY) of the next fall we anticipate a 20% drop in the number of students who were well-below*

				students were below (yellow). 2018 EOY Acadience scores for Grades K-3 all students show a 13% drop in the number of students who were well-below benchmark (red) and a 4% drop of students who were below benchmark (yellow).	*benchmark (red) and a 10% drop of the number of students who were below benchmark.*
Child Find	August 19-Sept. 30	*$30,203*	*Total number of students registered and attending school.*	*Student enrollment 2018-19*	*All students from 2018-19 SY accounted for.*

New Baseline Assessment	End of each term	*No grant cost*	Students accessed to determine new baseline using appropriate assessments:
			● *Sown to Grow (K-12)*
			● *Acadiance Reading & Math (K-6)*
			● *Catapult Evaluate (3-6)*
			  o *English Language Arts*
			  o *Mathematics*
			● *District Benchmarks (3-11) English Language Arts and Mathematics*
			● *WIDA Data*
				Student summary profile generated.	Individual student learning plan with growth goals for every student.

At-Risk Students Identified	August 19th-October 15th (1st Term)	*$198,000 (SSW salary & benefits)*	Students who have experienced additional trauma due to COVID-19 experiences will be identified using: ● Referrals, including parents, teachers, self and others. ● Behavior issues ● Early Warning Systems software	List of high risk students (red flag) will be generated.	Parents will be notified, service plans will be developed. Students will be served and progress tracked.

Elementary & Secondary Schools (students & teachers) District Staff Wellness Program	Time period of available grant funds	$182,255 per year	Comprehensive Mental Health System of services will encompass the Wellness Campaign and be organized in a Tiered approach. High risk employees and students will be identified and offered personal therapeutic counseling.	Each school will develop activities that are CDC guided and supported by the district.	Will serve all students(2880), teachers and staff.

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

PLC's-Deep Data Dives Process-Supervisors/Principals Review-Superintendent Review.

All teachers participate in weekly Professional Learning Community (PLCs) meetings where the academic progress of every student is tracked and interventions are planned. Principals hold ongoing "Deep Data Dives" with each teacher throughout the year. School Leadership Teams are tasked with monitoring School Improvement Plan progress weekly. The ARP ESSER Plan will become part of that process. Supervisors will support and monitor each schools' progress based on the goals stated in the above chart. The Superintendent meets bi-monthly with the Assistant Superintendents to plan any needed course correction for schools who are struggling.

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.

Our needs assessment shows our district has high numbers of students designated as McKinney Vento Homeless, English Language Learners, Minority primarily AI/AN, and a significant number of children living in poverty. These students have historically underperformed in achieving state core objectives and now are even more at-risk. Several aspects of our plan address these specific needs:

- Additional Liaisons
- Native Youth Advocates (Social Workers)
- Online Heritage Language Curriculum
- Increased technology support (LAN) Network
- School Nurses
- Learning Loss Paraprofessionals

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.

MENTAL HEALTH SERVICES AND SUPPORT:

The District not only wishes to provide a sound academic program that will accelerate student learning, but to also provide robust emotional/social structures to assist all students suffering from trauma due to extreme isolation, loss of family and friends, and any increased rates of depression, suicidal thoughts and abuse.

San Juan SD recognizes that many of our students face serious and complex mental/emotional/social health challenges and for several years has worked to develop a robust system of Student Services that includes: school counselors, school social workers, local agencies/contracted mental health services and cultural peacemaking services. Trauma-informed school practices have been a focus for services as well as Positive Behavior Interventions and Supports (PBIS). Both are foundational guiding principles for student support. A District Wellness Program for staff was in place as well, but has not operated fully since school closures and pandemic demands have, in effect, suspended this program.

The District is committed to rebuilding all these services, but knows that the need will be even greater as both students and staff recover from the devastating effects of the COVID-19 pandemic. Helping all students and staff to build resilience and meet the new demands of school will be a priority and focus as school resumes this fall.   The requested ARP ESSER funds will allow the District to meet these increased needs and ensure that students and staff are safe physically, emotionally and socially as they recover and engage in school work.

Student Services will be a full partner with administration and teachers as they work together to account for every child's whereabouts, ensuring each child is enrolled in an appropriate school program and then will establish baseline measures for both academics and behavior. Student Services personnel will work both on a district and school level to identify the most at-risk students and the barriers that could prevent them from fully participating and achieving in school. In consultation with parents, individual service plans will be developed, supported and monitored.

The District will develop a Wellness Campaign, based on recommendations from both: **CDC Healthy Schools** https://www.cdc.gov/healthyschools/tips_employee_wellness.htm; and the **Kaiser Permanente Mental Health/Resilience in School Environments** https://thrivingschools.kaiserpermanente.org/mental-health/resilience-in-school-environments/

This fall all Student Services will resume a Comprehensive Mental Health System of services which will encompass this Wellness Campaign and be guided by a Tiered approach:

Tier 1   Support for all students, including core behavioral instruction and prevention activities.

1. Healthy School Environments
    a. Physical development-will give students opportunities for physical activity and development
    b. Personal safety-keeps students safe from risky activities including substance abuse and bullying; includes virus prevention instruction and monitoring.
2. Social/Emotional Wellness
    a. Builds growth mind-set
    b. Teaches: self awareness/self management; responsible decision making; relationship skills; social awareness; engages family partnerships
3. Stress Reduction and Management
    a. School physical exercise motivation activities
    b. Nutrition information and incentives
    c. Stress reduction techniques
4. Motivation and Hope for Achieving Accelerated Learning Goals
    a. Goal setting for academics and behavior
    b. Tracking of Progress (group and self-monitoring)
    c. Celebrations for meeting benchmarks and goals.

Tier 2   Support for <u>some</u> students as they experience temporary social/emotional issues and need support to resolve.

1. Interventions including small-group and individual counseling.
2. Consultation and collaboration with school personnel, families and community stakeholders.

Tier 3   Intense support for a <u>few</u> students experiencing serious emotional distress and need individual counseling delivered by a licensed psychotherapist.

1. The District will use ARP ESSER funds to contract with University of Utah's U-TTEC (Utah Technology Training Education and Consultation) lab to provide online services for our most vulnerable students.
2. Assessment, diagnosis and treatment provided by credentialed psychologists and psychiatrists.

All **school/district staff** will have opportunities to participate in the Wellness Campaign. Specific activities for their well-being will be offered such as:

● Information about employee assistance programs, access to resources and individual counseling.
● Counseling services offered for staff suffering from COVID related stress.
● Recognition of their contributions and achievements. Celebrations of milestones.
● Exercise challenges.
● Stress management and mental health resources and information.
● Physical activity breaks (that can be done along with students.)
● Mindfulness meditation support and breaks.
● Professional Development on social-emotional skills, trauma-informed approaches and resilience.

Our Wellness Campaign will be modeled after and incorporated into the District's Quest model (see below) and guided by the motto: "To Empower.". Each school will in turn develop a school specific campaign to help build excitement, hope and commitment from all stakeholders. All schools' plans will be based on the CDC Healthy Schools' recommendations and be approved by the Assistant Superintendents and Student Services Director. Posters, t-shirts, public announcements (including social media), awards and recognitions will be used to communicate high expectations and to engage everyone in the challenge.

Additional Personnel Requested:
- School Nurses (2)
  - This will bring the total number of school nurses to 4, doubling the coverage of schools. Nurses will provide direct student services, and (with administration) monitor safe schools practices (compliance with CDC guidelines), ensuring a safe physical environment for all students.
- Home/School Liaisons (3)
  - This will double the number and coverage of school liaisons. Many of our students' families live in remote areas and often do not have access to communication and technology helps found in more urban areas.
  - This is especially important as schools resume normal operation. Liaisons can help: track student attendance, locate and resolve missing student status, provide parents with an in person explanation of school requirements and services, and carry information about their child's progress and needs from the school directly to the parent.
- School Social Workers [SSW] (2)
  - School Social Workers will carry a case management load of the schools' most high-risk children and will coordinate resources and services between schools, families and agencies.
  - They will assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy.
  - Plan activities and support programs to meet the needs of at-risk students throughout the district.
  - Implement requirements of at-risk programs.
  - Participate in collection of data and reports for both State and District requirements.
  - Act as a District leader in using data to help schools identify problem areas, set goals and develop solutions.
  - Find and implement research based programs for at-risk youth.
  - Help high risk students and families negotiate the school system and act as an advocate for student needs.
  - Find alternative solutions for students who are temporarily prohibited from attending

school.
- ○ Teach research based personal/social curriculum; help coordinate efforts of school staff to also teach social skills.
- ○ Inservice parents and teachers about safe school programs and practices.
- ○ Conference with high risk students and their parents to determine appropriate services. Make recommendations to the school and district administration.
- ○ Interface with school administration, guidance counselors, families, and district administration when necessary to resolve controversial and high risk situations.
- ○ Counselors and Social Workers will be trained in the PrePare Crisis Response model.

Contracted Services:

- ● University of Utah Mental Health/U-TTEC online therapy for students with the greatest need for individual psychotherapy.
- ● Social Work Covid Related PD/Support
- ● Tava Mental Health (Teachers)
- ● DocuSign Software
- ● Training for Crisis Response (PrePARe)

Travel:
- ● School Nurses
- ● School Social Workers
- ● Liaisons
- ● K-3 Learning Coach

Supplies:
- ● Chromebook replacement and chargers
- ● Covid-relief hygiene cleaning supplies
- ● Health and Wellness Program (Secondary)
- ● Health and Wellness Program (Elementary)
- ● Social Worker's supplies
- ● School Nurses supplies
- ● K-3 Learning Coach supplies
- ● Learning Coach Registration for Endorsement
- ● Telehealth/EMDR/MBB Training and Supplies for Mental Health Counselors

TECHNOLOGY: LAN AREA NETWORK

The service for the LAN Area Network project can be broken down into two categories: Help Desk and Contracted Field Tech.

Help Desk Support	Contracted Field Tech

- Monitor system status   - Diagnose system issues   - Receive end-use connectivity issues   - Access to district assets to assist end-users   - Access to
    District Phone
    District computer on the network   - Create tickets   - Receive tickets   - Trained   - Application   - Training
 	
    Extreme Switches
    Account Command
    Soletec Controller
    Google Suite   - Update and adjust RRLA Map
	- SPRAT - Transportation vehicle - Electrician (or access to) for all electrical work - Bixby Low Voltage Wiring - Navajo Language - Break/fix service Model - Add service - Move service - Changes services - Charge structures
	
	    Per instance
	    Time/materials - Use of approved parts - Warehouse of parts

This would include one district employee to be hired as a Help Desk/IT Technician II to provide LAN area network support. The Field Tech position will be contract services. There would still need to be oversight of the LAN project through the Technology Department. Training on the necessary applications and systems would be a substantial investment in the person serving as the helpdesk operator and maintenance coordinator. Understanding the systems involved in monitoring the health of the LAN is vital to the proper diagnosis and support of the network.

Personnel

While the WLAN has proven vital, it has also added to the current workload of San Juan School District employees. Some of these funds will be used to provide one full time Tech II position to provide support over the next three years. This position will help support, monitor, diagnose, and receive end-user connectivity issues associated with this network. This help-desk position will also support students transitioning to and from the district including new students and student mobility.

Contract Services

Field Support:

Contract Services with outside organizations will be utilized to provide the **field support** needed for the WLAN. These support services will include electrical work, both low and high voltage, BICSI certified communication cabling, and mechanical installations of home radio units. Wireless radio configurations and troubleshooting knowledge are needed to provide a liaison between the SJSD

technical staff and the home users. Climbing certifications, such as SPRAT or other tower climbing certification entities, are required for installations that are located off the ground on the various tower locations. These contract services will, of necessity, require a detailed knowledge of San Juan County and especially those regions that are on Native American Trust Lands. San Juan School District will follow the state approved RFP process to select a provider able to support the WLAN over the next three years.

Docusign Software:

Part of the technology upgrade will include purchasing and implementing Docusign Software. This new software will enable the district to send out/receive and organize online verification/communication from parents, students, staff (including registration) and facilitate other necessary financial and organizational tasks.

- Admissions and enrollment: application for admissions; admissions letters; family contacts; re-enrollment forms; records release forms; recommendation forms.
- Student forms: student handbook; technology consent form; absence forms; student records release; student health release; student allergy form; emergency contact authorization; after-school program.
- Parent forms: permission slips; PTA application; volunteer application; application for school nutrition program; district's medication policy; payments; family income form; emergency verification form.
- Special Education: 504 applications; assessments.
- Staff and faculty forms: annual teaching contracts; leave request forms; purchase order reimbursement; check request forms; technology agreement; employee policy agreement; teaching certification agreement.
- Human Capital Management: offer letters; new hire paperwork; performance appraisal; compensation plans; benefits forms; employee handbook; direct deposit authorization; retirement forms.
- Procurement: purchase orders; statements of work; RFP/RFQ/RFI sign off; vendor contracts; supplier compliance; service level agreements; software license agreements.
- Finance: invoice processing; expense processing; travel reimbursement; audit sign off; policy management; asset transfer/retirement; grant applications; inventory sign off.
- Legal and Compliance: contract management; internal compliance; licensing agreements; memoranda of understanding; ADA compliance; FLSA compliance.
- IT/Operations: asset tracking; change requests; requirements sign off; access management; incident reporting; production change authorization; maintenance authorization; real estate approval.

CAPITAL PROJECTS

The San Juan School District has conducted a needs assessment including student, parent, administrator, community leader, district director and stakeholder input to collect information to assist in developing a comprehensive and strategic plan to implement ARP funding. This plan focuses on developing necessary support to students and families impacted by the Covid-19 pandemic. San Juan County has been designated as a Federal International Poverty (IGP) County, a distinction for populations that have high percentages of poverty that persist throughout generations. Covid-19 has created a need for increased social, emotional, health, wellness and prevention education that is provided by our School Nurses and Social Workers. This increased need has continued to be a priority throughout our stakeholder interviews, surveys and directors recommendations.

The District believes it has already addressed

- proper ventilation/quality indoor air issues in all schools.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

SJSD will not be using this round of ARP ESSER funds for these two allowed activities.

The following recommendation is taken from the needs assessment in order to meet the needs of the district while also supporting students and families at a higher level. The recommendation includes updating the San Juan School District Conference Building (old seminary building) in order to provide training, quarantine space, office space, resource center and virtual meeting space for the increased need for ancillary and itinerant staff including School Nurses, Social Workers, Liaisons and interventionist included in the ARP application.

Necessary upgrades to the conference building include updating air/ventilation systems throughout the building, updating the bathrooms, replacing the single panel window walls to provide better insulation and creating additional office space for personnel.

Included in the project will be necessary technology to use the conference space for virtual meetings and training to support ongoing compliance with Covid-19 restrictions and recommendations. The space will also be used to coordinate with the Ute Mountain Ute Tribe and the Navajo Nation over the next couple of years in order to provide communication and high levels of collaboration while providing support for students across the four corners region of Utah.

This project is specifically relevant to this guidance on capital expenditures as follows: *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.*

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*	*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.*
Physical distancing (e.g., including use of cohorts/podding)	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102*	*We will continue to use the guidelines reflected in the COVID-19 school manual.* *We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.*
Handwashing and respiratory etiquette	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111*	*We will continue to use the guidelines reflected in the COVID-19 school manual.*

		We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.
Cleaning and maintaining healthy facilities, including improving ventilation	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84*	*We will continue to use the guidelines reflected in the COVID-19 school manual.* *We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.*
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*	*We will continue to use the guidelines reflected in the COVID-19 school manual.* *We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.*
Diagnostic and screening testing	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56*	*We will continue to use the guidelines reflected in the COVID-19 school manual.* *We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.*
Efforts to provide vaccinations to educators, other staff, and	*https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 57-59*	*We will continue to use the guidelines reflected in the COVID-19 school manual.*

students, if eligible		*We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.*
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*	*We will continue to use the guidelines reflected in the COVID-19 school manual.* *We will continue to use the guidelines reflected in the COVID-19 Reopening Guidelines.*
Parent Information Flyer, including Navajo translation	https://drive.google.com/drive/folders/1p91TXDeKdIgzwdGveo5ye8jqhRE0LKRa	*This document will be given to all parents in our reopening schools to explain precautions and expectations.*
Additional Support for High-Risk Employees and Providing Enhanced PPE	https://drive.google.com/drive/folders/1p91TXDeKdIgzwdGveo5ye8jqhRE0LKRa	*We will follow all guidelines listed in the SJSD Re-opening Protocols (Additional support for High-Risk Employees & providing enhanced PPE)*
Navajo Nation School Reopening Readiness Assessment	https://drive.google.com/drive/folders/1p91TXDeKdIgzwdGveo5ye8jqhRE0LKRa	*All Reservation Schools have successfully completed the Navajo Nation Reopening Assessment*

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.

Information will posted online at www.sjsd.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:

SECTION 427 GEPA Statement: Ensuring Equitable Access to and Participation in the Federally-Assisted Program for students, teachers and other program beneficiaries with Special Needs

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SJSD complies fully with §427 of the General Education Provisions Act (**GEPA**), the Civil Rights Act of 1964, the Americans with Disabilities Act, and other federal and state statutes relating to equal employment opportunities. SJSD is committed to removing any barriers to equal and equitable participation in the school program including: gender, race, national origin, color, disability or age. All school facilities are legally compliant with American with Disabilities Act (ADA) standards. SJSD's Special Education program ensures a "free and appropriate education for all students."   All 504 requests are addressed through a District committee according to statute and best practice. Students and teachers are provided reasonable accommodations wherever barriers are found. Teachers and staff are supported through extensive professional development efforts and will be collaboratively involved in this project.

Barrier--SJSD large Navajo population in schools can pose language barriers for parents.

Solution--These parents are routinely paired with fluent Navajo speakers, either staff or teachers, who are knowledgeable about the school program and can discuss details and concerns. However, written home notices are dispersed in English as few parents can read Navajo. Each school sponsors an active Heritage Language program to enhance learning the language and culture of American Indian students.

Barrier—Many parents with at-risk children are overwhelmed with various school options, resources and requirements. Often they do not have needed skills to solve complex problems without support.

Solution—School Counselors/Student Services Specialists provide Family Support Team services which guide families and link them to appropriate school resources.

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:

1. students;
2. families;
3. school and district administrators (including special education administrators); and
4. 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.
  - o 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—
  - o 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.
  - o Before making the plan publicly available, the LEA must seek public comment on the plan.
  - o 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.
- o 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.
- o 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.
- o 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:
  - o the percentage of the total costs of the program or project which will be financed with Federal money;
  - o the dollar amount of Federal funds for the project or program; and
  - o the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
  - o 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—
  - o 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
  - o 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:
  - o Such local educational agency has a total enrollment of less than 1,000 students.
  - o Such local educational agency operates a single school.
  - o Such local educational agency serves all students within each grade span with a single school.
  - o 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.
  - o 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.

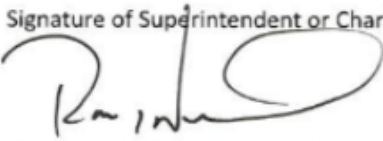| To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue 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): Ron T. Nielson	Telephone: (435) 678-1211
Signature of Superintendent or Charter School Director*:	Date: 8/17/21

*Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.