

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: September 17, 2021 at 5:00 PM in the Utah Grants Management System

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

USBE Points of Contact:

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LEA Application

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

<p>Legal Name: Granite School District</p>
<p>Contact Information for LEA Representative</p> <p>Name: <i>Dr. Aaron R. Wilson</i></p> <p>Position & Office: <i>Director, Organizational Effectiveness Department</i></p> <p>Address: <i>2500 S. State Street, South Salt Lake City, Utah 84115</i></p> <p>Telephone: <i>385-646-4574</i></p> <p>Email address: <i>awilson@graniteschools.org</i></p>

PROPOSED USE OF FUNDS

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

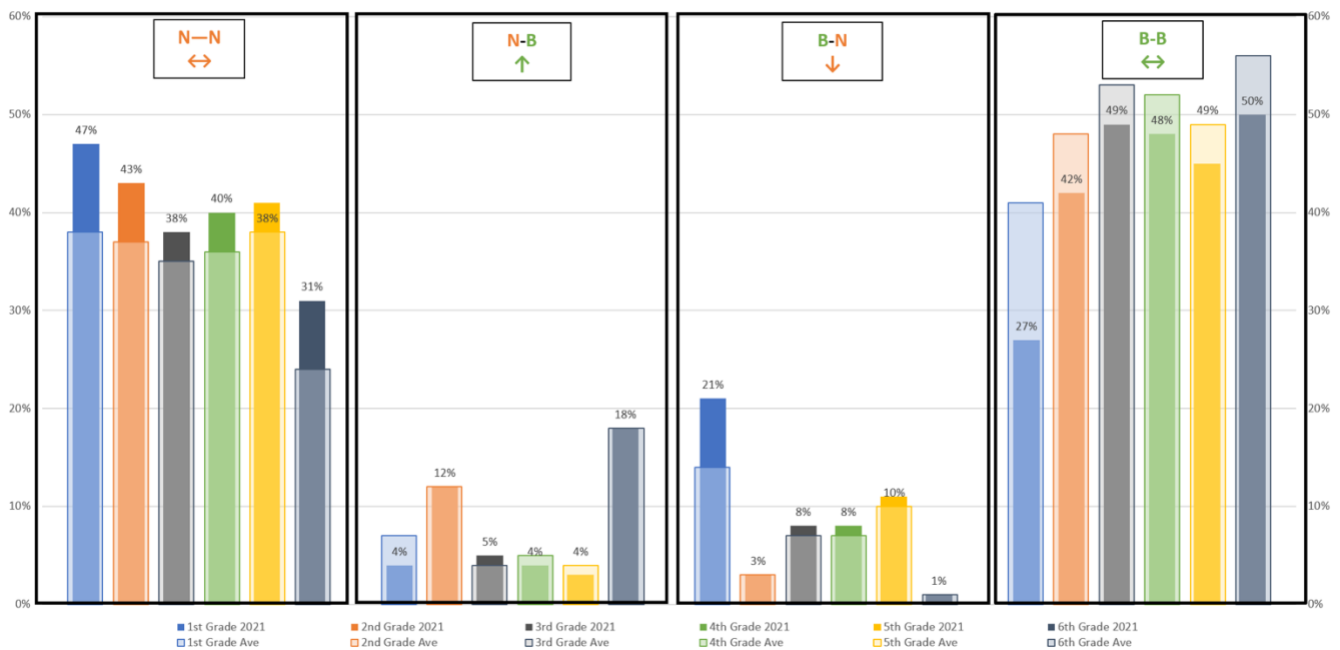
1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

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

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

Achievement data at each grade level indicate the pandemic affected students' academic performance. For example, in younger grades, learning disruption is most pronounced in literacy loss while upper grade students are affected by self-selecting into less rigorous coursework. Mathematics proficiency is significantly lower in each measured grade level. A more detailed summary of various data is provided below, inclusive of visualizations, baseline performance, current outcomes, and explanatory narrative.

2021 Acadience comparison MOY to BOY with Average Over Time



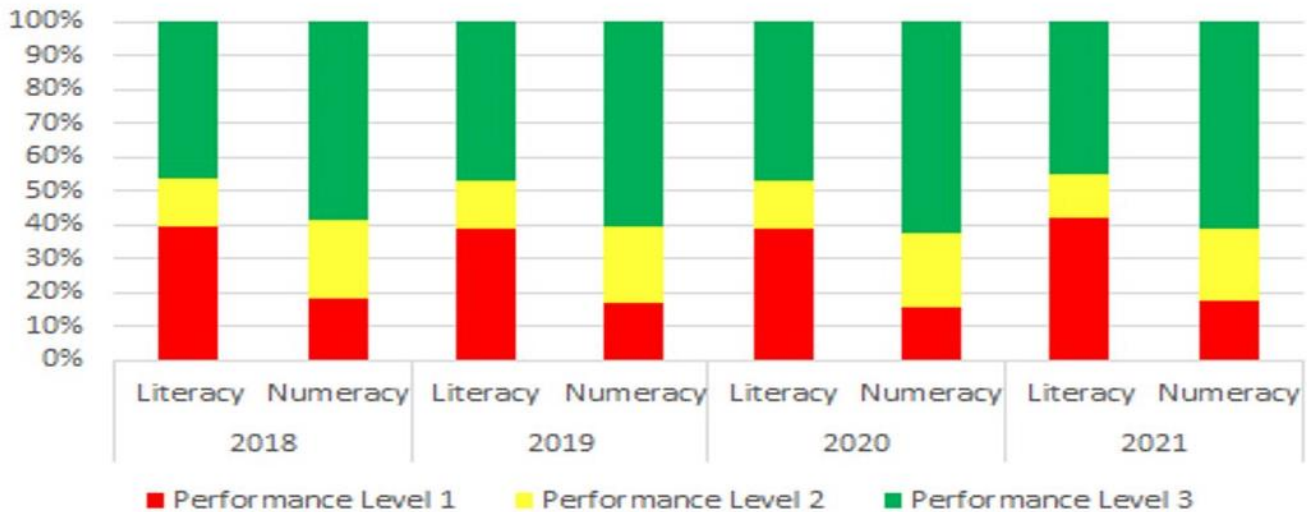
The novel graphs above visualize student learning performance measured by Acadience Reading Assessment benchmark data. The “N-N” (far left) section displays the percent of students who were not proficient in the Spring of 2020 (MOY) and not proficient in the Fall of 2021 (BOY) for each grade level on this reading assessment. The transparent sheath surrounding the colored bars represent a previous five-year average of students not proficient in the Spring assessment (who were also not proficient in the following Fall Assessment). The data are clear: in each grade level in Granite School District, the number of students who were not on grade level and remained not on grade level for reading increased during the 2020 spring dismissal. These effects were the most pronounced in the first grade (a 10% increase of students not on grade level for reading. This negative increase was pronounced in 2nd grade and in 6th grade. From these data, we infer that lower grades were most affected, and also those grade levels of students who transitioned from elementary to junior high school (a “key transition year”) during the pandemic.

We view the “B-B” (far right) section to find, unfortunately, that the converse is true. Using the baseline performance of students who were on grade level for reading in the Spring of 2020 (MOY), we find a significant decrease in the number of students who remained on grade level for reading a few months later—the Fall of 2021 (BOY). While all grade levels experienced a decline in students on grade level, it was first grade who had the biggest decline—14% of students.

Not present in these data are students starting 1st grade in the 2021-2022 year. Readiness gaps for 1st grade in this cohort were intimated when considering the number of students tested for KEEP in 2021-2021 dropped from roughly 4,500 students district-wide to 3,500 district-wide.

Among those students tested, KEEP entry data show that more students in kindergarten tested in Readiness Level 1 (“Red”) and less students entered in Readiness Level 3 (“Green”). This is true for both literacy and numeracy.

KEEP Entry Results

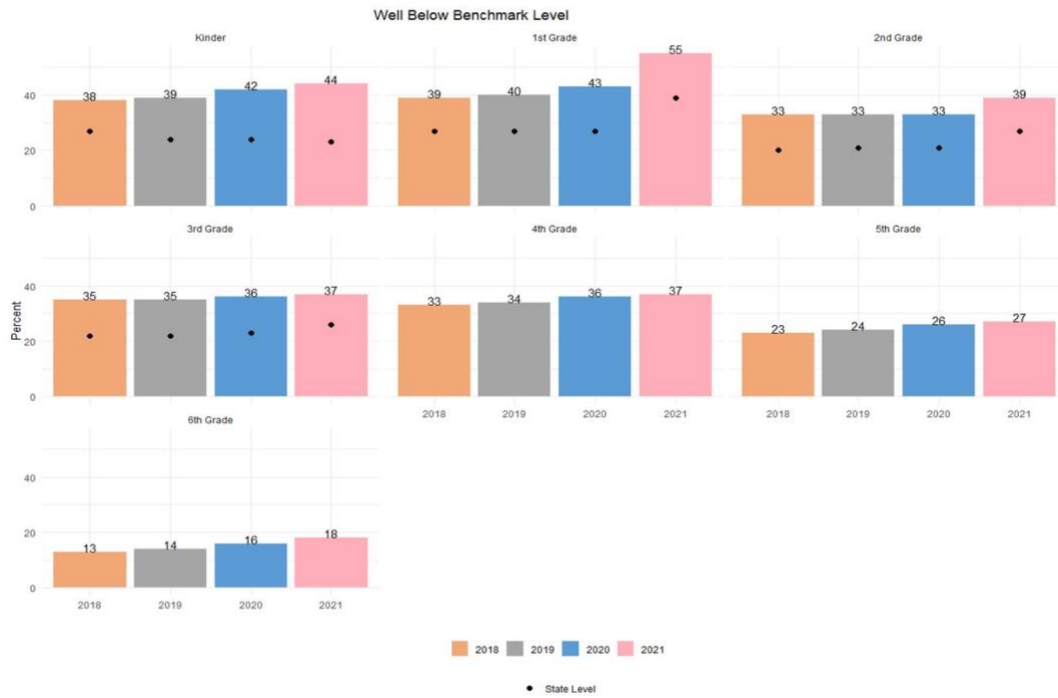


Among those students tested, KEEP entry data show that more students in kindergarten tested in Readiness Level 1 (“Red”) and less students entered in Readiness Level 3 (“Green”). This is true for both literacy and numeracy. All this to say—that while the pandemic negatively students who were already attending elementary school in lower grades, this pandemic also affected future students as well.

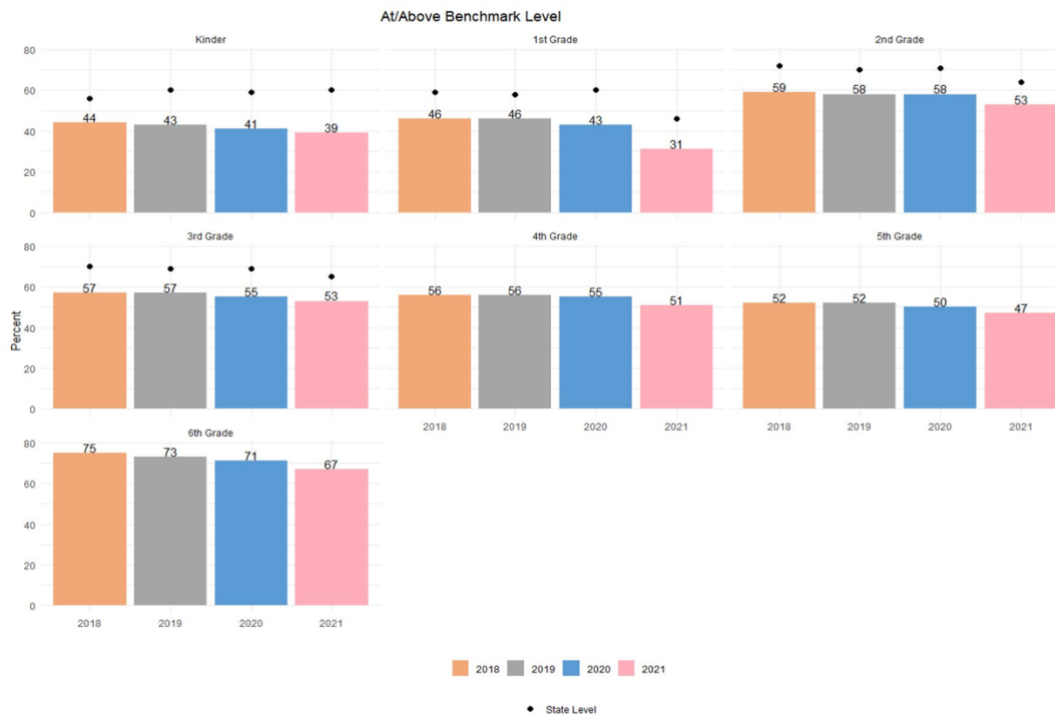
Looking at the demographics of kindergarten students through disaggregated lenses, we found no major differences in racial or ethnicity proportions among enrollees pre-pandemic and the current year. However, there was a decrease in Kinder enrollment among Multilingual populations, as well as a slight decrease in the enrollment of students who qualify for Free/Reduced lunch. These findings seem to give credence to the claim that the pandemic affects multilingual and economically disadvantaged families in providing the same perceived access to kindergarten.

A deeper look at elementary students’ performance should include comparison against a state average. Below, we find Acadience (DIBELS) BOY data for the 20-21 school year to ascertain immediate effects of the March 2020 dismissal on student reading outcomes. Performance over the past 5 years was considered in order to see trends and how this beginning of the year differed and for which grade levels. A comparison with state level data was also used in considering the number of students who were Well Below Benchmark and At or Above Benchmark based on Acadience performance levels.

An analysis of data infers that Granite District has trended up in the past few years in the percent of students entering Well Below Benchmark, while the state has remained consistent or trended down. Both the state and Granite District experienced an unwanted rise in 2021 in 1st and 2nd grades for students well-below benchmark.

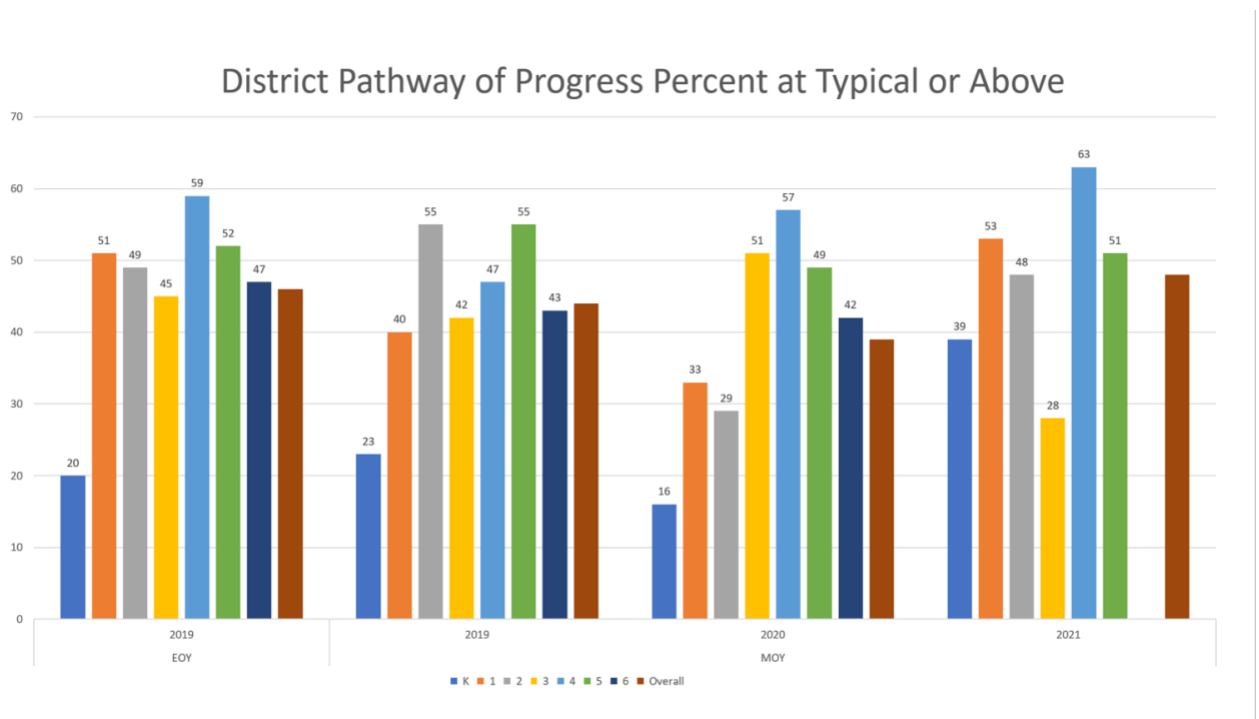


Conversely, as we consider those students who are at or above benchmark in Acadience, we see a negative trend: Granite District experienced a drop in 2021 of At or Above Benchmark students across all grade levels. The largest drop was in grade 1 where the state fell 14% and Granite fell 12%.



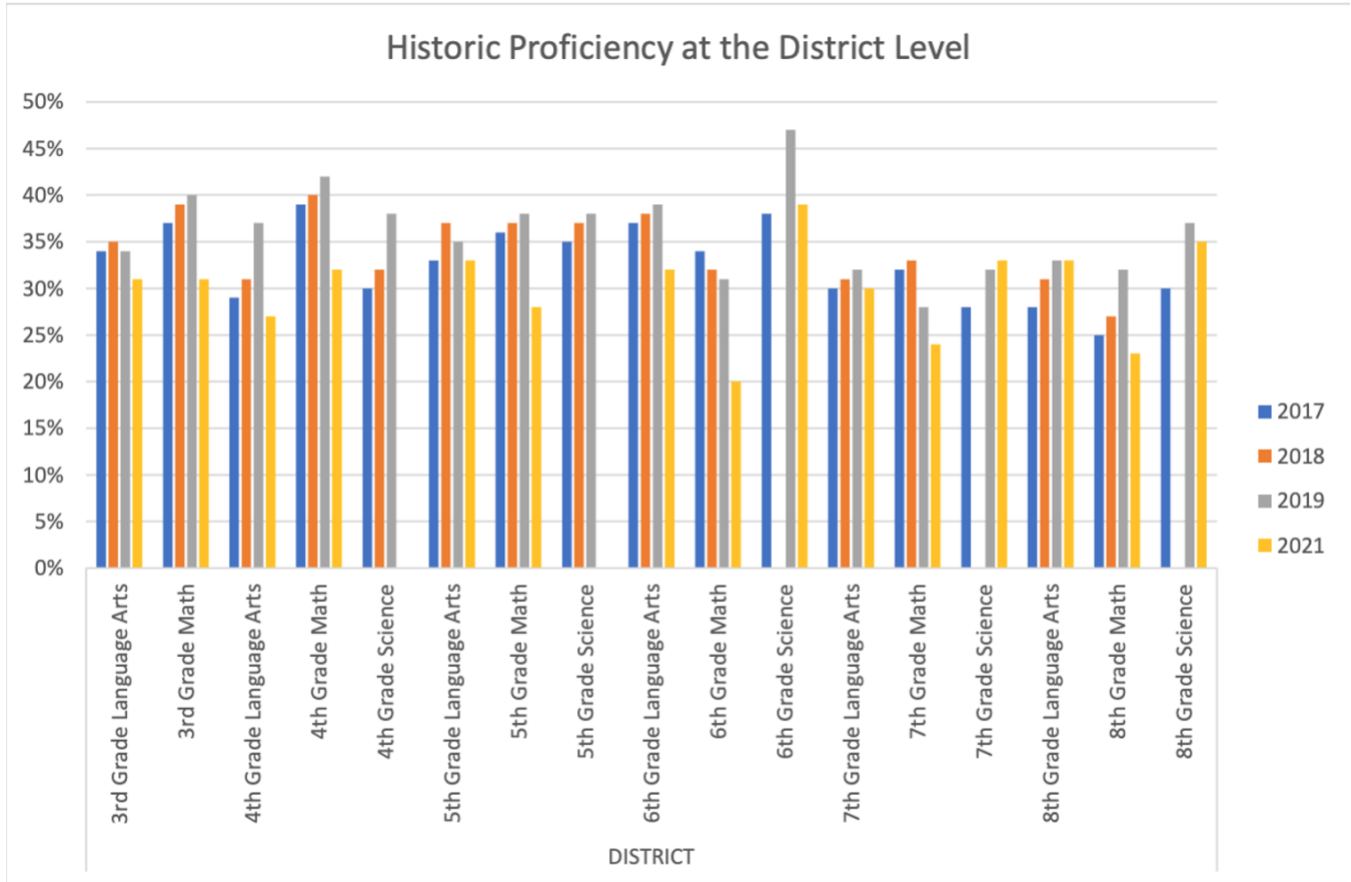
Ascertaining the extent of learning loss through other means, we view general findings from MOY Acadience Data: Among all grades, kindergarten was greatly affected during the 20-21 school year based on MOY data. Kinder students had both the lowest level of proficiency and the lowest Pathway of Progress. First graders differed in that they began the year at a low percent at benchmark (32%), but their rate of progress was fair (57% made Typical or Above Progress). When demographic groups were compared at MOY based on the percent at Benchmark, there were no significant differences in performance in MLs, Special Education students, or for students qualifying for Free or Reduced Lunch; all groups experienced similar trends of drops in performance. Some slight variations were found in ethnic groups, however.

Using these data, face-to-face and remote learner student data was compared for the 2020-2021 school year, and the results were mixed. When comparing the percent at or above Benchmark at MOY, remote learners in Grade 01, 02, 05, and 06 showed better performance, while those in kindergarten, 3rd and 4th grade underperformed (between 1-4%) in comparison to face-to-face Learners. In general, the two groups differed within the range of 1-5%. However, when Pathway of Progress (POP) was compared, remote learners at every grade level had lower percentages making Typical or Above Progress. The biggest difference (17%) was found in 3rd grade (57% vs 40%), followed by 2nd grade (14%; 50% vs 36%). The least difference (5%) was found in 6th grade (58% vs 53%). Student growth shown below indicates that students have not closed literacy gaps to pre-pandemic levels of achievement.



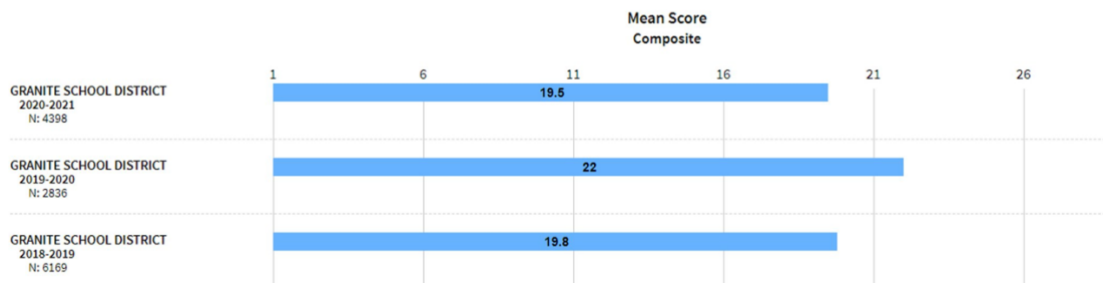
Among other conclusions, we infer that some elementary grade levels experienced more pronounced loss in reading and numeracy readiness, but there exist students in all demographic groups and backgrounds for whom the pandemic has disrupted learning.

Summative testing results for RISE (grades 3-8) revealed a similar story. Below, a visualization for historic proficiency on RISE as a district average is presented. Note that prior to the pandemic, RISE scores were increasing each year for nearly each grade level and content area prior to the pandemic. Preliminary RISE results (Spring 2021) highlight a modest to significant decrease in mathematics and English Language Arts. While the losses in ELA are a concern, we note that the drops in mathematics are most significant. Sixth graders, for example, dropped in proficiency by 11%.



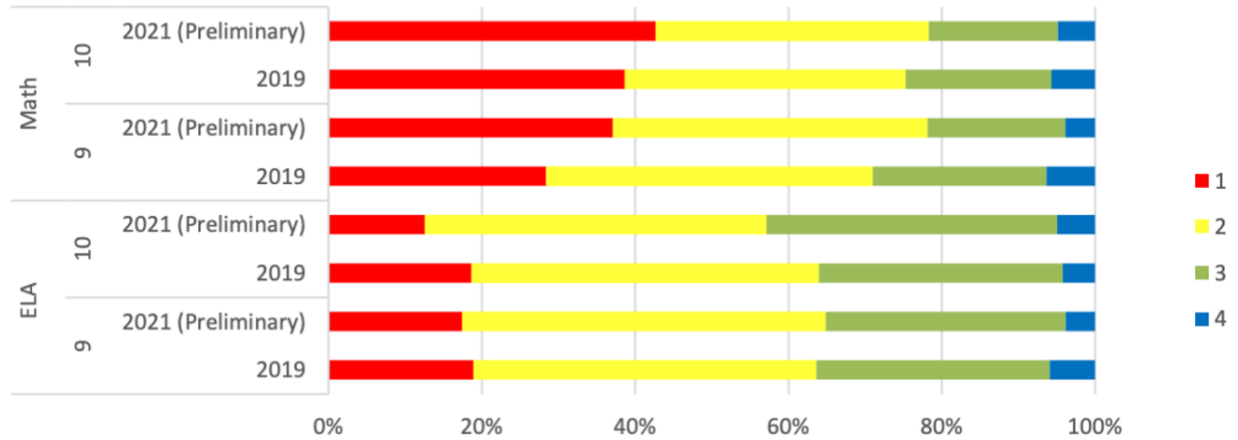
Now exclusively considering the performance of high school students, we find similar decline in performance according to tracked student outcomes. In ACT performance for example, we find a three-year visualization of district average composite score. Because the n-size of students in 2019-2020 is significantly lower, it is assumed that the spike in achievement is a spurious result because many students (presumably those most at-risk) did not take the ACT exam. A truer indicator of achievement is reflected in the 2020-2021 scores where the n-size normalizes, showing a decrease in ACT composite scores (down 19.5 from 19.8). This decline reflects how the pandemic affected high school students' content mastery and perhaps even soft skills needed to perform on the ACT.

Spring Dismissal Impact on ACT scores

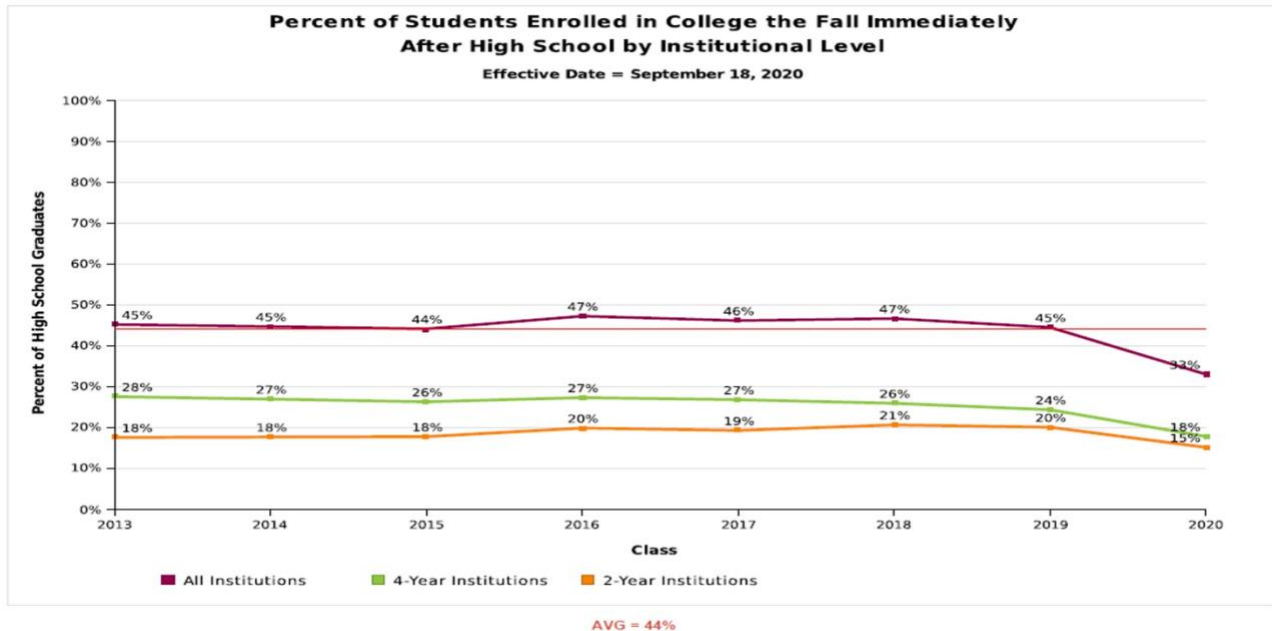


Similarly, preliminary ACT Aspire scores (readiness indicators for 9th and 10th students) indicate that a modest decline in 9th grade ELA readiness, 10th grade math readiness, and a significant decline in 9th grade readiness

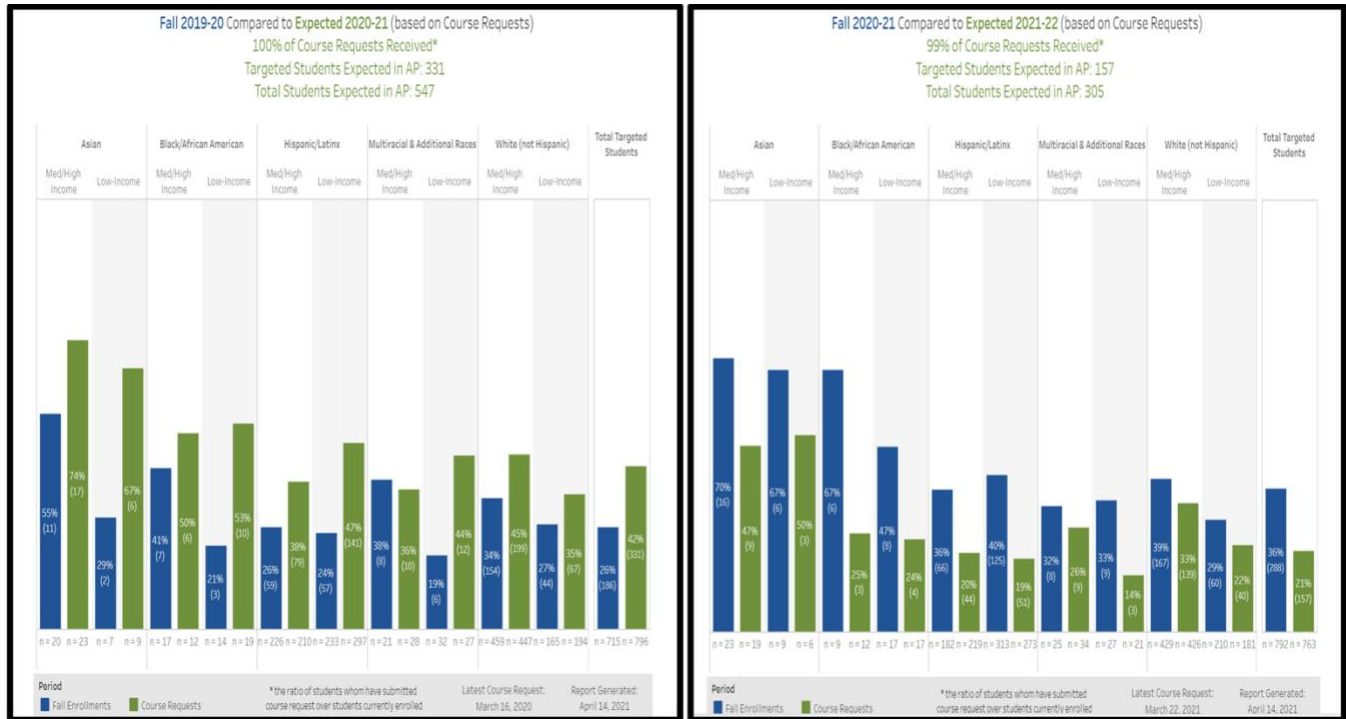
Utah Aspire Plus Proficiency for Granite District



High school students' access to post-secondary education was impacted by the pandemic, internal research also suggests. Below is a longitudinal portrayal of students enrolled in college in the Fall immediately after high school. We see that after the March 2020 Spring dismissal, there is a decline in enrollment for all types of tracked post-secondary institutions.



Access and readiness to rigorous coursework, as a result of the pandemic, have been negatively impacted. In the comparative charts below, we track high school students' course requests and fall enrollment by each school, drilling down to look at disaggregated student groups. In short, less students are enrolling in Advanced Placement coursework, and this percentage can drop significantly depending by student ethnicity group.



In addition to these secondary data above, I make brief mention also that a greater percentage of high school students received failing grades in core subjects than seen in the past.

In tandem with this data review for students in all grade levels, Granite School District conducted a needs assessment among its various stakeholders: parents, teachers (including union members), students, community partners, and district employees. Option responses and survey themes are consistent in recognizing the learning loss and need for additional resources to close learning gaps.

In response, evidence-based strategies were selected and applied district-wide in addressing the areas identified through data review. Case in point, as it became evident that lower grades' reading were most affected by the pandemic, our district adjusted its plan for professional development and resource allocation to rally around literacy acquisition for lower grade students. We quickly adopted the LETRS program, adjusting other district and school initiatives to give attention to this critical academic need.

While this and other district initiatives were employed at all our Granite schools, it was also recognized that student performance had variance according to community and school site. School principals and building leadership teams, in concert with Community Councils, planned to meet the needs of their various communities, using available resources to fund evidence-based strategies. In practice, these efforts were organized by each school's Continual Improvement Plan: a guided process where principals conduct individual school needs assessments, reviewing school data, identifying goals which address areas of critical academic need, then selecting evidence-based strategies to support these SMART goals. These plans were critically reviewed by community members, principal supervisors, district directors overseeing these funding sources, and our local Board of Education. These plans integrate the efforts of LAND Trust requirements (using funding to address the most critical academic need), TSSA (utilizing resources to make gains on the State Accountability System), ESSER funding (addressing the academic, social, emotional, and other needs relating to COVID), and as applicable, the statutory purpose of Title I (closing achievement gaps). This collaborative, community-based approach has already sparked innovation and thoughtful approaches to addressing learning loss in a way that is evidence-based, utilizes braided funding, and with shared accountability.

In short, stakeholder feedback was integral to the development of our district ESSER plan, and continues to guide the work of addressing the effects of the pandemic at individual school sites. Over 5,700 responses were provided, giving us robust data to consider in meeting the needs of students.

Of these responses:

- *Roughly 4,600 were parents*
- *Roughly 230 were student respondents*
- *Roughly 1,250 were school employees*
- *70 responses were from other district employees*
- *And the remaining 450 or so responses were from other stakeholder groups including Community Council members, PTA members, university liaisons, school volunteers, et cetera.*

Three main themes emerged from this needs assessment:

- *Student academic learning was impacted*
- *Students' have new or compounded social, mental, or emotional needs*
- *Applying ESSER funding and other resources in targeted ways can address or mitigate these student needs.*

Survey respondents were able to indicate their suggestion for the use of ESSER funds by selecting from a list, or adding their own ideas. These were the suggested categories identified, listed from greatest to least in terms of prevalence:

- *Additional classroom aides to assist with teacher instruction (2,918)*
- *Increased social and emotional services (2,743)*
- *Enhanced extra-curricular student options (2,659)*
- *Increased student enrichment opportunities (2,503)*
- *Additional learning opportunities (2,447)*
- *Increased access to structured play or peer socialization (2,127)*
- *Educational technology (1,965)*
- *Additional learning supplies (1,881)*
- *Purchasing COVID mitigation supplies (1,794)*
- *Providing additional training for teachers (1,630)*
- *Enhanced access to physical activities (1,386)*
- *Student attendance initiatives (941)*
- *Improved parent engagement initiatives (908)*

2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term “evidence-based” as having the meaning in section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”);
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department’s What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the “demonstrates a rationale (tier 4)” level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

i. Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.

Even prior to the receipt of ARP ESSER funds, Granite School District has made strides so that schools maximize available funding through the use of data-driven decision making, evidence-based strategies, and utilizing braided funding to maximize the effect of each funding source. A brief description of the required planning model will give helpful context to how ESSER funding will be used to implement evidence-based outcomes, particularly addressing the needs of most vulnerable student populations.

In the January 2021, Granite School District launched a consolidated school Continual Improvement Plan. In one dynamic tool, each principal received robust student performance data along with highlighted performance of low-performing student (TSI) groups, guided protocols for school leadership teams to reflect and plan for the needs of these student groups, a comprehensive needs assessment protocol, scaffolding to assist principals in determining a root cause analysis of their identified priorities, a complete view of school budgets accompanied by a planning tool that braids these respective funds into one plan, a platform to provide evidence-based strategies to principals to select in operationalizing their plans, and structured goal-setting that addresses student critical needs with evidence-based strategies. Principals were supported in this plan completion by their Leadership and Improvement Director as well the Director of Organizational Effectiveness.

With those data visualization, supports, resources, and expectations established as a foundational planning tool, principals and school teams were able to quickly and effectively integrate ESSER funding into their plans in closing student achievement gaps and addressing other needs stemming from the pandemic. This plan is viewed as a launch to a continual cycle of analyzing data and adjustments school will make to meet the dynamic needs of students.

Aside from the tight structures in place in these school plans (plan format, multiple layers of district monitoring, etc.), principals are trained monthly in a joint meeting. As a part of each agenda, these school leaders are trained (and reminded) of appropriate use of ESSER funds, and the need for fiscal responsibility and use of evidence-based strategies. On the back end, the Department of Organizational Effectiveness reviews each expenditure made under ESSER to ensure appropriate use before sending receipts to Accounting who then prepares the items for reimbursement.

Evidence-based strategies are implemented in customized ways to meet the needs of school communities through individual ESSER school allocations. In addition, Granite School District as an LEA maintains multiple district-wide initiatives to target learning loss through evidence-based strategies. For example, each school in Granite School District is now required to house an accelerated summer learning program to address COVID learning loss. For elementary schools, there are robust literacy requirements to include, accompanied with training for use. And recognizing the data from our LEA needs assessment which indicated literacy loss in lower grades, we have instituted the evidence based LETRS program in all lower grades in Granite School District: a robust sequence of training teachers for two years in early literacy strategies.

In short, Granite School District is utilizing ARP ESSER funding by standardizing some programs and initiatives district-wide, while also applying some ESSER funding to individual school sites to meet even more localized needs and spawn innovation while doing so.

Not enough can be said about the need to address the academic achievement of our students in Granite, yet we realize the pandemic had a toll on communities mentally, socially, and emotionally. The breadth and depth of these SEL needs are being manifested through student behaviors in school, are articulated by parents as part through the needs assessment conducted, and will be measured more effectively through our district's upcoming interest in a platform that measures Social and Emotional Learning in micro assessments. Once these metrics are more firmly established, Granite School District will be even better equipped to meet the specific needs of individual students. In the interim, much is being done by schools using ESSER funding to increase the time social

workers and counselors are in the building each week. These counselors and social workers are implementing Tier 1 supports into classrooms, focusing on building coping skills for all students and employing other strategies to mitigate the stress and other effects of COVID on students.

While a more detailed list of evidence-based strategies is listed below, they each fall into a theme that was presented to our building administrators recently. Our tasks are to 1. Find, 2. Assess, and 3. Address. First we are to find and connect with families, particularly those who have disengaged from the learning process. Once this connection is made and they are back in school, we need to assess where they are at in the learning process. Knowing their individual strengths, where their proficiency level is compared to grade level standards and understanding their other mental and emotional needs are all key before we implement individual student plans. Once these strong connections are made with the student and their family and we have the data to guide our intervention, we then address students' individual needs using these available resources in ways that are continually data-driven and evidence-based.

i. Please complete the table below for each of the activities that you will be pursuing to address learning loss.

Evidenced- based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
<i>Ongoing Credit Recovery Program At-Risk of Dropping Out/Not Graduating</i>	<i>June 2021- through July 2024</i>	<i>\$400,000</i>	<i>Total number of credits recovered; number of students served disaggregated by student subgroup</i>	<i>Data provided on the top of page 12 of this application (above)</i>	<i>Return to (or exceed) baseline of students recovering credits and on track to graduation pre-pandemic</i>
<i>District-wide summer accelerated learning</i>	<i>June-July 2022 June-July 2023 June-July 2024</i>	<i>\$3,500,000</i>	<i>End of Year (EoY) Acadience Reading Scores for students in grades 1-3 in the yellow or red ranges disaggregated by student subgroup</i>	<i>Number of students at grade level on reading to start the school year (see page 6)</i>	<i>Return to (or exceed) baseline of students on grade level in reading (measured by RI and DIBELs) prior to the pandemic</i>
<i>Increased social and emotional services for students</i>	<i>September 2021 through June 2024</i>	<i>\$8,000,000</i>	<i>Decrease in behavior referrals compared to baseline year of 2019-2020 (through March)</i>	<i>District office referrals for 18-19: 503; for 19-20: 100; for 20-21: 694</i>	<i>Return to baseline (19-20) behavioral referrals (or lower) of office referrals for the first two weeks of school</i>

<i>Increase rigor to secondary students through access to CTE and career pathway courses</i>	<i>September 2021 through June 2024</i>	<i>\$1,000,000</i>	<i>Increase in student enrollment courses and also increase in enrollment of high school students in a 2- or 4- year institution Fall after graduation</i>	<i>See course enrollment data (page 12) and college enrollment data (bottom pg 11)</i>	<i>Return to baseline percentage of students enrolling and taking AP coursework overall and by each demographic group</i>
<i>Expansion of online learning opportunities to students to differentiate learning while maintaining high levels of rigor</i>	<i>September 2021 through June 2024</i>	<i>\$7,500,000</i>	<i>Increase in student proficiency on summative assessments measured by RISE</i>	<i>See historical RISE district performance on page 10 (above)</i>	<i>Return to (or exceed) baseline percentage of students proficient on RISE assessments (math, ELA, and science)</i>
<i>Expanding access to preschool services for at-risk communities</i>	<i>September 2021 through June 2024</i>	<i>\$2,000,000</i>	<i>Increase of students on reading grade level upon entering kindergarten</i>	<i>See KEEP entry baseline data on page 7 (above)</i>	<i>Return to historical percentage of kinder students on grade level measured by KEEP</i>
<i>Increase in mentoring services for students who are Neglected and Delinquent</i>	<i>September 2021 through June 2024</i>	<i>\$400,000</i>	<i>Local measures used: tracking retention, attendance, and goal achievement of individual students</i>	<i>Caseload data</i>	<i>Individual student needs are met as determined by caseload manager</i>
<i>Increase in mentoring services for students who are experiencing homelessness</i>	<i>September 2021 through June 2024</i>	<i>\$400,000</i>	<i>Local measures used: tracking retention, attendance, and goal achievement of individual students</i>	<i>Caseload data</i>	<i>Individual student needs are met as determined by caseload manager</i>
<i>Additional classroom aides to assist with teacher instruction in providing targeted student services</i>	<i>September 2021 through June 2024</i>	<i>\$2,500,000</i>	<i>A decrease of students well-below benchmark on reading measured by Acadience</i>	<i>See data on the top of page 8 (above)</i>	<i>Return to (or improve upon) baseline of students well-below reading benchmark</i>
<i>Providing after school tutoring & enrichment opportunities for students</i>	<i>September 2021 through June 2024</i>	<i>\$2,500,000</i>	<i>An increase of students well-above benchmark on reading measured by Acadience</i>	<i>See data at the bottom of page 8 (above)</i>	<i>Return to (or improve upon) baseline of students above reading benchmark</i>
<i>Enhanced extra-curricular, structured play, and physical activity student options</i>	<i>September 2021 through June 2024</i>	<i>\$1,000,000</i>	<i>Decrease in behavior referrals compared to baseline year of 2019-2020 (through March)</i>	<i>District minor referrals for 18-19: 1404; for 19-20: 168; for 20-21: 1530</i>	<i>Return to baseline (19-20) behavioral referrals (or lower) of minor referrals for the first two weeks of school</i>

<i>Increased supports for students receiving special education services</i>	<i>September 2021 through June 2024</i>	<i>\$2,000,000</i>	<i>Decrease (i.e. exiting of) the number of schools in GSD designated as TSI for Students with Disabilities</i>	<i>Cohort 1: 49 GSD schools Cohort 2: 67 GSD schools</i>	<i>Each year until 2024, have at least 25% of GSD schools exit this TSI status</i>
<i>Additional educational technology for classrooms and improve cybersecurity</i>	<i>September 2021 through June 2024</i>	<i>\$2,500,000</i>	<i>Using technology to prepare students for post-secondary readiness, measured by ACT scores.</i>	<i>See data on the bottom of page 10 (above)</i>	<i>Return (or exceed) baseline performance of ACT composite score</i>
<i>Additional classroom learning supplies and manipulatives needed to provide personalized student learning</i>	<i>September 2021 through June 2024</i>	<i>\$911,992.42</i>	<i>Improve growth in ELA, Science and mathematics measured by RISE</i>	<i>For 18-19 – ELA: 40.4%; Math: 36.8%; Science: 31.3% (from USBE Data Gateway)</i>	<i>Return (or exceed) baseline performance of student academic growth measured on Summative RISE Assessments</i>
<i>Increased supports for Multilingual Learners</i>	<i>September 2021 through June 2024</i>	<i>\$2,000,000</i>	<i>Increase in Multilingual Learners’ Adequate Progress</i>	<i>37.0% in 18-19 (from USBE Data Gateway)</i>	<i>Return (or exceed) baseline performance of MLs making yearly Adequate Progress</i>
<i>Increased supports for students receiving 504 accommodations</i>	<i>September 2021 through June 2024</i>	<i>\$500,000</i>	<i>Local measures used: tracking goal achievement of individual students</i>	<i>504 caseload data</i>	<i>Individual student needs are met</i>
<i>Providing additional training for teachers, building their capacity to better support student learning in early literacy and other core content</i>	<i>September 2021 through June 2024</i>	<i>\$4,000,000</i>	<i>Local measures used: teacher retention data, student engagement data at school sites</i>	<i>Retention data from 18-19, 20-21 observation data as baseline for engagement</i>	<i>Retain teaching force with trends consistent with pre-pandemic records; improve student engagement</i>
<i>Student attendance supports and initiatives to improve daily attendance</i>	<i>September 2021 through June 2024</i>	<i>\$500,000</i>	<i>Improve the percentage of students consistently attending</i>	<i>18-19: 87.8% (from USBE Data Gateway)</i>	<i>Return (or exceed) baseline daily attendance of students</i>
<i>Improved parent engagement initiatives so parents know how they can effectively support their student(s)</i>	<i>September 2021 through June 2024</i>	<i>\$1,000,000</i>	<i>Local measures used: number of parents monitoring grades, attending school events, volunteering, etc.</i>	<i>% of parents setting up parent portal account so far in 20-21: 10.3%</i>	<i>Return (and exceed) the levels of parent and family engagement in these various metrics.</i>

<i>Increase services for adult education and resources for community violence prevention</i>	<i>September 2021 through June 2024</i>	<i>\$500,000</i>	<i>Local measures used: increase in parents attending our adult and community education programs</i>	<i>Current number of enrolled students over the age of 18: 757</i>	<i>Return (and exceed) the number of parents attending at least one program compared to baseline (18-19) year.</i>
<i>Hiring additional teachers to lower the adult-to-student ratio, providing targeted individualized student remediation, differentiation, and extensions.</i>	<i>September 2021 through June 2024</i>	<i>8,000,000</i>	<i>Increase in student proficiency on summative assessments measured by RISE</i>	<i>See historical RISE district performance on page 10 (above)</i>	<i>Return to (or exceed) baseline percentage of students proficient on RISE assessments (math, ELA, and science)</i>
<i>Providing increased data visualization to schools and supports to assist in measuring and addressing student learning loss</i>	<i>September 2021 through June 2024</i>	<i>\$300,000</i>	<i>Local measures used: increase in schools accessing district data dashboards. Indirect measure improved student achievement in all areas</i>	<i>RISE proficiency data (18-19 as baseline): ELA was 35.4%, math 25.2%, Science 20.0%</i>	<i>Return to (or exceed) baseline percentage of students proficient on RISE assessments.</i>

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

It is helpful to provide context that in July of 2021, under the direction of our Board of Education, the Superintendency created a new department: Organizational Effectiveness. It combines ESEA programs, Student Assessment, and Research and Evaluation. Its commission is to research and replicate what works, providing support and accountability to ensure that decisions are data-driven and evidence-based, and that resources are so aligned. As a result, all GSD schools incorporate implementation research into their planning and spending practices, and are monitored by our department as well as their leadership and improvement director. In short, our systems were redesigned to operate under this paradigm: district culture and practices call for continual adjustments of plans and spending to ensure maximum result in addressing student needs.

This practice of continual improvement cycles is true at the school level, and also at the district level as well. Case in point, in the summer of 2021, each school was required to offer accelerated learning. School sites were required to implement certain evidence-based literacy strategies, but had some discretion as to how other aspects of the program were designed in order to meet the needs of local communities. To support these schools, a District Summer School Framework was established which guided principals how to use their flexibility while keeping in mind what research says about effective summer learning structures. And, more on point, our Department of Organizational Effectiveness is tasked with conducting internal research on the effectiveness and success of summer learning. The outcome variables are the student reading lexiles at each site. The studied variables include the variance in school structures for summer learning. From this internal research, we will

ascertain which schools were positive and negative outliers in closing learning gaps, allowing our district to refine and improve upon summer learning for the next few summers.

This same critical approach of district practices is being adopted to view each initiative. While we employ and require evidence-based strategies for school and district initiatives in accelerating student learning, there is also room for innovation at school sites. These innovations and variances, as well as routine district practices, are studied internally by our Department of Organizational Effectiveness. The findings inform and shape future practice to ensure fiscal responsibility of use for ESSER funds, while at the same time refining our practices to address learning loss in the most efficient manner.

- iii. 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.

Supporting the holistic needs of our students, especially those student groups most impacted by COVID-19, is a priority in how ESSER funding is applied. As a point of practice, building principals and school leadership teams view disaggregated student data and align plans and funding to meet the needs of underperforming student groups. Case in point, each school receives an individual school planning template that highlights which student performing groups are underperforming, then requires a plan of action to ensure that school resources and efforts address these gaps highlighted by disaggregated data. Schools are then trained on tiers of interventions for students, emphasizing that tiers of student supports are additive (meaning that students in behavioral or academic need in Tier 2 or 3 do not miss out on Tier 1 instruction or supports).

With this framework and approach for school improvement in place, our LEA is well-positioned to utilize ESSER funding in addressing student holistic needs, particularly those who have been historically underserved or underrepresented. Tier 1 strategies are designed with the needs of underperforming student groups in mind; planning in this way, all students benefit. For example, schools whose lowest performing student groups are Multilingual Learners adopt and embed schoolwide instructional strategies to meet the needs of these students (anchor charts, word walls, etc.). These effective pedagogical practices serve all students, but by design, address the needs of students most below grade level achievement.

Not all needs of our most at-risk students can or should be addressed through Tier I interventions and supports, but strong considerations for Tier I instructional design with these learners' needs foremost in mind must be (and is) in place. It is this mindset that led the district-wide initiative to have all our lower-grade teachers trained in the LETRS program: it benefits all our students, but particularly those student groups who were disproportionately affected by the pandemic.

As one last example of how our district approaches the addressing of the needs of our greatest student populations, I speak next to our focus on data literacy for parents and families. Recognizing the positive effect size of engaging parents and families academically, we recognize the need to provide more parent-friendly data visualizations and explanations so parents more readily understand the progress of their student(s). To this end, a focus for the Department of Organizational Effectiveness is to provide more user-friendly data to parents, as well as training teachers how to extrapolate the data to parents during SEPs and other events. Lastly, this initiative for improved data literacy among parents will be accompanied by providing ways that parents can partner with teachers at home in closing learning gaps based on their students' unique needs. Parents want the same thing; over 900 parents indicated that district ESSER funds should be used to improve district parent engagement initiatives.

Further considering the academic impact of lost instructional time and learning gaps that exist among students, our district initiatives are designed in ways to build teachers' and principals' capacity in closing these gaps. Recall from our needs assessment how the greatest loss in student performance measured by summative assessments is in mathematics (see graph on the top of page 10). With these data guiding our approach to intervention, math curriculum specialists led the charge in training teachers, through their principals, how to address learning gaps in mathematics. First, teachers were disabused of the notion to start the school year by remediating content. Rather, evidence-based research will be applied as teachers accelerate learning by moving forward with grade-level content and only addressing prerequisite skills and concepts from the previous grade as necessary.

This accelerated (rather than remediating) approach to teaching mathematics in Granite will promote for our students increased coverage of grade-level content, provide deeper conceptual understanding by linking precursory skills to grade level content, promotes student engagement (compared to remediating content with which they are familiar), and thus leads to increased student success. What is more, principals and teachers are not only provided this expectation of accelerated learning, but principals were also trained to reinforce the five pedagogical practices that promote accelerated learning. Instructional leaders and teachers are provided with robust curriculum maps, proficiency scales, major works (summative assessment blueprints), and core guides to easily facilitate accelerated teaching practices. And lastly, principals workshopped ways they could innovate and use ESSER funding to support accelerated learning.

This approach to addressing the academic impact of the pandemic in mathematics is one prong that exemplifies all others in our district. District specialists use available resources to provide expectations and supports for principals and teachers to use in classroom settings.

Recognizing the holistic needs of students, instruction is not provided in isolation of other needed supports. In our district needs assessment, behavior referrals from the start of the last three school years were analyzed, and students starting the 2021-2022 school year seem to come with greater needs which manifest themselves in classroom or office referrals. And based on the feedback provided in our stakeholder ESSER survey, teachers and parents agree: more than half of respondents believe ESSER funds should be used to increase social, emotional, and mental health services students receive. These SEL student services are being aggrandized through ESSER funding, and will come through various channels: increasing school allocation of social workers, school counselors, psychologists, and behavioral health aides, providing professional development to these mental

health workers to better meet the needs of students and providing needed supplies and materials to these school mental health professionals.

With regards to addressing the social, emotional, and mental health needs of students, COVID-19 has shown a light on the need to apply more uniform screeners to ascertain the mental health needs of students during earlier stages. Thus, ESSER funding will be used to purchase contract with an SEL universal screener that can be easily embedded into classroom use, allowing for more preventative health measures.

One of the deleterious effects of the COVID pandemic has been some level of restricted social opportunities for children and youth. Schools are utilizing ESSER funds to address not only the emotional and mental health needs of students, but also the accompanying social needs. Prosocial student behaviors and peer socialization will be facilitated through structured play programs such as recess, by increasing student access to intramural programs as well as performing arts. This approach to holistic student learning was shaped in large part by the feedback received from parent stakeholders. Over half of respondents advocated that ESSER funds be used for both enhanced extracurricular student options, increased student enrichment opportunities; and nearly half asserted that these funds should provide increased access to structured play or peer socialization.

Tantamount in these efforts is ensuring that students in greatest need are the primary beneficiaries of these opportunities and programs, including students from low-income families. For this reason, schools were given individual ESSER allocations from the LEA amount, and these allocations were based on a formula which favored schools with student populations experiencing higher levels of poverty.

Furthermore, district ESSER funds are bolstering Granite's efforts to close achievement gaps for low-performing ethnic groups, defined by USBE as Targeted Student Improvement (TSI) groups. Prior to COVID which adversely affected and compounded the academic needs of certain student populations, Granite's emphasis on closing the learning gaps was coming to fruition. We had built a data infrastructure that allowed schools to better view and monitor disaggregated data, we aligned school planning and budgeting requirements to close these student gaps and provided professional development and principal coaching to these ends. Now enhanced through ESSER funding, schools can provide more targeted mentoring to these student groups, have enhanced early warning systems that signal when these student groups need early intervention, and will now receive more robust academic and attendance tracking.

Recall data provided above which indicate that only 37.0% of our Multilingual Learners made adequate progress in the 2018-2019 school year. Since then, Multilingual Learners' growth has not improved, likely because opportunities for second language opposition were curtailed due to the pandemic. In particular, schools' average student scaled score growth as measured by the WIDA access exams is marginal at best and negative (indicating regression) at worst. The need for student intervention and application of ESSER funds to meet these student needs are pronounced. In response, school ESSER allocation formulas were not only determined by the number of students from low-income families, but also by the number of enrolled Multilingual Learners.

Among other supports, accompanying this additional funding earmarked for MLs are improved data visualizations and evidence-based strategy inventory for schools to employ during the school year. One of these tools is generated by our Student Assessment Department: individual growth tracking sheets for each

Multilingual Learner that principals and teachers use with students to encourage and monitor progress. Title I and other principals are trained on effective Tier 1 strategies to employ in promoting speaking, listening, reading, and writing for Multilingual Learners. These include the novel use of technology for MLs in learning and building self-efficacy in speaking using Flipgrid and other modalities. Furthermore, schools are better engaging with ML families by purchasing communication tools with embedded translation so these families have stronger connection to school and understand their role in being academic partners with teachers.

Similarly, data visualization, tools, and instructional practices are promulgated to support Students with Disabilities in meeting their individual needs. Additional resources are provided to Special Education students in every part of the continuum of services received. For example, as there has been an increase in the number of students receiving Home Hospital care (an increase likely stemming from COVID), ESSER funds are used to increase the staffing to meet these students' needs. On the other end of the continuum of services, ESSER funds are used to train Special Education teachers so they are better equipped to provide services for Students with Disabilities in mainstream education students. Furthermore, we anticipate using ESSER funds to provide additional support for school teams in developing and administering student 504 accommodations, better ensuring student accommodations are determined effectively and implemented with full fidelity.

Historical enrollment records of students experiencing homelessness suggest that there were just as many (if not more) students experiencing homelessness during the 2020-2021 academic school year, but less were enrolled in school. The implications could be many, but a gripping fear is that due to health concerns or circumstances compounded by the pandemic, they did not enroll in school to receive instruction nor other essential services or supports. In effort to locate students experiencing homelessness and also to address their academic as well as basic needs, additional staff are being hired and deployed in high school networks to find and address these students' needs at the grassroots level. These homeless student liaisons will be deployed in each high school and serve as academic mentors who will also connect these students with basic needs that allow them to fully access learning experiences.

Following a similar model, our nexus of services we provide to youth in foster care are being bolstered through ESSER funding. These services include providing additional Check and Connect mentors, assisting foster families with needed mental health services which have been compounded by pandemic-related stress, and ensuring a tight alignment of mental health services to these students in foster care.

The Director of Educational Equity and the Director of Organizational Effectiveness (overseeing Title I programming) work in tandem with each other to ensure that the needs of migratory students are met. Because the statutory definition of a migratory student is one whose family moves because their livelihood is tied to fishing, hunting, or agriculture, the needs of migratory students differ widely. ESSER and other federal funding will be used to ensure that any education barriers stemming from a students' migratory status will be mitigated or overcome. With each migratory student's needs being so unique, there isn't one approach that works for all. Rather, our approach with migratory students is to conduct a needs assessment and develop a plan specific to their needs and align resources accordingly. This protocol will continue to be used, now using ESSER funding to bolster the services and academic opportunities these students receive.

B. Plan for remainder of funds:

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

The following is the budget narrative appearing in Utah Grants; it is a summary of expenses listed thus far in this application: "Under the direction and with the approval of our LEA Board, ESSER funding is being used in evidence-based ways driven by student data, and applied in ways targeted to close student learning gaps. After reviewing disaggregated student data and having stakeholder input guide the development of our plan, the following evidence-based strategies will be applied: Ongoing Credit Recovery Program At-Risk of Dropping Out/Not Graduating, District-wide summer accelerated learning, Increased social and emotional services for students, Increase rigor to secondary students through access to CTE and career pathway courses, Expansion of online learning opportunities to students to differentiate learning while maintaining high levels of rigor, Expanding access to preschool services for at-risk communities, Increase in mentoring services for students who are Neglected and Delinquent, Increase in mentoring services for students who are experiencing homelessness, Additional classroom aides to assist with teacher instruction in providing targeted student services, Providing after school tutoring & enrichment opportunities for students, Enhanced extra-curricular, structured play, and physical activity student options; Increased supports for students receiving special education services, Additional educational technology for classrooms and improve cybersecurity, Additional classroom learning supplies and manipulatives needed to provide personalized student learning, Increased supports for Multilingual Learners, Increased supports for students receiving 504 accommodations, Providing additional training for teachers, building their capacity to better support student learning, Student attendance supports and initiatives to improve daily attendance, Improved parent engagement initiatives so parents know how they can effectively support their student(s), Increase services for adult education and resources for community violence prevention, Hiring additional teachers to lower the adult-to-student ratio, providing targeted individualized student remediation, differentiation, and extensions, and Providing increased data visualization to schools and supports to assist in measuring and addressing student learning loss."

The remaining ESSER funds will also be spent on allowable use cases and fall into two categories: indirect costs associated with the grant, and capital expenses needed to prevent and mitigate the spread of COVID 19. The capital expenses, contextualized and explained below, all fall under Allowable Use Case 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." The anticipated cost of capital expenses needed for COVID mitigation and prevention total \$33,330,000.

Overview of Capital Needs Deriving from COVID: Based upon guidance and recommendations by the Center for Disease Control (CDC) and American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE), the aim is to use the ESSER funding to improve the IAQ (indoor air quality) of K-12 school buildings. This will be accomplished by improving the indoor air filtration and increasing ventilation in all GSD school buildings. Both filtration and ventilation significantly impact a building's IAQ, and by increasing can help mitigate the transmission of COVID-19. Since one of the modalities for viral transmission of COVID-19 is through inhalation of aerosol particles, the CDC and ASHRAE both recommend that school's increase their ventilation rates. Increasing a building's ventilation is accomplished by increasing the amount of outside air into the school, and this primarily accomplished by the school's existing HVAC system. Current Building Codes and ASHRAE standards require Designers (architects/engineers) to design buildings that comply with these parameters. The ability to

quantify a building's ventilation rate has historically been a challenge, but the relatively recent advances in electronic devices and DDC have made it readily available. Over the past couple of decades, there have been significant advances made with Building Management Systems (BMS). Since the risk of infection varies according to the concentration or amount of virus that a person has been exposed, the level of exposure is reduced by increasing ventilation (increase the amount of outside air into the occupied spaces). The ability to change a building's rate of ventilation is inversely proportional to the age of the facility, i.e. ability decreases with increasing age. The average age of the District's school buildings is 44 years. Due to the relatively mature age of buildings, their original construction predates technological advances made with BMS and DDC controls. As a result, the ability to increase and regulate building ventilation, is not possible in our older schools. In light of the recent pandemic, the ability to regulate and accurately monitor a building's rate of ventilation has never been greater. Since increasing ventilation requires additional outside air be introduced, the process will increase the heating and cooling loads on a building. The increased building load can exceed the existing physical limitations of the mechanical system. Potentially inducing the premature failure of HVAC system or its components. The existing elementary and secondary school facilities have been surveyed to identify the existing type of HVAC system, and the below list of projects and estimated cost is based upon the surveyed information.

Proposed Scope of Work Outline

As previously noted, based upon the current recommendations from the CDC and ASHRAE, the goal is to improve IAQ throughout Granite Schools District schools. The following is an outline was used as a basis of design and to determine the scope of work required for each facility.

Project Types

- I. *Filtration & Ventilation Upgrade*
- II. *Building Management System (BMS) – HVAC Controls Upgrade*
- III. *HVAC Component Upgrade*
- IV. *HVAC System Upgrade*
- V. *UV HVAC System Upgrade*
- VI. *Domestic Water Piping Replacement*
- VII. *Cooling System Upgrade*
- VIII. *Window Replacement – Energy*

An assessment and site-survey of each school was completed to identify the existing conditions, and to determine the work required for each facility. Some existing schools already have all or a portion of in their building. As a result, the number of projects vary from facility to facility. The attached matrix is a comprehensive project list of building upgrade projects to improve IAQ in the District's K-12 schools. As noted in the attached matrix or spreadsheet of proposed projects, the Primary List of Proposed Projects relate to improved IAQ and are the highest priority. The above list categorizes and denotes a portion of the work to be completed at each school. Since some of the district's schools may already have portions integrated as part the existing mechanical system, the scope of work will differ by location. In addition, the age of the facility, type of original installation, and applicable Building Code when constructed will also impact the Scope of Work for each location. Overall, the application to improve IAQ includes all K-12 schools within Granite School District. The scope will provide the ability to remotely monitor, adjust, and objectively trend data for all K-12 schools.

The following provides a brief narrative for each of the Project Types listed above:

I. Filtration & Ventilation Upgrade

Filtration – Upgrade air handler filter racks to operate using MERV 14 filter media, and install electronic differential pressure (DP) sensors to monitor filter status. Due to increased pressure drop from increased filtration, some air handler fan motors will need to be upgraded. As required, replace and increase fan motor size to provide air flow per original design. Integrate DP sensor into the school's BMS to record data for trending and alarm notification for replacement of filters. Reprogram

BMS head end to include standardized template to provide current status of filters and dirty filter alarms. Ventilation – Upgrade HVAC equipment to increase inlet of outside air and exhaust of relief air. Replace or refurbish existing air handler dampers for outside air and relief air. Provide and install air flow sensors to provide a continuous record the air flow rates in and out of building. Install CO2 sensor in the return air of the air handler and integrate into the BMS to monitor and provide alarm if elevated. Tracking the CO2 levels will provide confirmation that sufficient ventilation and provide an alarm when inadequate ventilation exists.

II. Building Management System (BMS) – HVAC Controls Upgrade

Regarding K-12 facilities, the District currently has 86 school buildings with an average of 44 years old. Since the buildings were constructed over the past several decades, the existing HVAC control systems differ significantly from building to building. Due to the advances in technology, the differences amplify with the age of the building. In order to remotely monitor and schedule occupancy, the proposed list of project upgrades will include the use of current BMS technology. The ability to digitally communicate with all schools is currently available using the internet, and it will support the digital upgrade of HVAC controls at each school. The process will include the replacement of any pneumatic controls and the upgrade of obsolete DDC that currently exist. Each school will then be Upgrades to school filtration and ventilation (noted previously), will require addition of electronic sensors and actuators. These well be integrated into the existing web-based HVAC control system used and maintained by GSD. The integration of each new school will require the programming upgrade of the web-based HVAC control system. The programming will include using current District standards that provide a standardized template for each school location.

III. HVAC Component Upgrade

Some of the existing air handling equipment will require upgrades. Possibly the replacement of the supply fan motor or replacement of the air handler. Locations where low air flows have previously been noted and observed, are represented in this category of project upgrades.

IV. HVAC System Upgrade

There is a small group of existing elementary schools that require a complete retrofit or replacement of the existing HVAC system. Of the seven schools identified as having inadequate ventilation issues, there are three locations in need of immediate attention. These schools are completely incapable of providing adequate ventilation, let alone what Building Codes currently require.

V. thru VIII. Additional Project Upgrades

These are additional building improvements that also mitigate the spread of COVID 19: Domestic Water Piping Replacement, Cooling System Upgrade, and Window Replacement.

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	<p>https://coronavirus.utah.gov/mask/</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</p> <p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109</p>	<p><i>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. Mask wearing is highly encouraged for students and masks are kept as school supply for students, employees, and visitors who do not have one.</i></p>
Physical distancing (e.g., including use of cohorts/podding)	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102</p>	<p><i>We will continue to use the guidelines reflected in the COVID-19 school manual for cohorts and podding of students in elementary schools and to the extent allowable in secondary schools.</i></p>
Handwashing and respiratory etiquette	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111</p>	<p><i>We will provide students, parents, and employees with information about handwashing and respiratory etiquette as reflected in the COVID-19 school manual.</i></p>
Cleaning and maintaining healthy facilities, including improving ventilation	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84</p>	<p><i>Cleaning and sanitation protocols are followed as per guidance outlined in the COVID-19 school manual. In addition, ESSER funds will be used to improve school ventilation systems.</i></p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35</p>	<p><i>Contact tracing, as well as isolation and quarantine, will be conducted as per the guidance outlined in the COVID-19 school manual. Any future updates to these procedures will be reflected in district protocols in a timely fashion to ensure continual alignment between current guidance and our practice.</i></p>

Diagnostic and screening testing	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56	<i>Diagnostic screening and testing will be conducted as per the guidance outlined in the COVID-19 school manual.</i>
Efforts to provide vaccinations to educators, other staff, and students, if eligible	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 57-59	<i>Efforts to provide vaccinations to educators, staff, and students have been made and will continue to be made, including employee and student vaccination opportunities held at various locations throughout the district.</i>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 106, 109, 114	<i>Based on students’ medical needs and accommodations, educators make adaptations, including clear face masks and other means to keep students safe and healthy while meeting their academic needs.</i>

- B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

After being approved by our Board of Education, our district’s ARP ESSER plan will be posted on this website: <https://www.graniteschools.org/organizationaleffectiveness/school-plans/>.

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:

Granite School District compliance with respect to GEPA requirements are in part outlined in response to how our LEA will “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” above. Please see responses starting on the middle of page 20 through page 23. Furthermore, our Department of Education Equity monitors school programming to ensure that full access to educational programs, including the

use of ESSER funding, removes barriers based on gender, race, color, national origin, disability, age, and other factors.

Further GEPA compliance measures are subsumed under our LEA maintaining and reviewing the set of assurances under section 442 of GEPA, through our LEA's longstanding practice of administering funding in accordance with all applicable statutes, regulations, program plans, and applications, by our LEA retaining control of program funds (inclusive of title to property acquired with those funds), through the high degree of fiscal control and fund accounting practices of ESSER funds, by completing timely reports and maintaining appropriate records to enable the governor and U.S. Secretary of Education to perform their duties, to seek input from all stakeholders in developing an LEA ESSER plan for the use of ESSER funding, by publishing our LEA ESSER plan on our district website, and insuring that construction ESSER costs are not inconsistent with overall State plans for the construction of school facilities, and that in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with relevant standards; furthermore, GEPA compliance will be maintained by our LEA maintaining our longstanding practice of promoting sound educational research to teachers and administrators, and ensuring that none of the funds expended under ARP ESSER will be used to acquire equipment 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.

ASSURANCES

The superintendent or charter school director assures the following:

Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
 - i. Tribes;
 - ii. civil rights organizations (including disability rights organizations); and
 - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.
- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

- To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term “accelerated learning” in place of “learning loss” and assure that the use of this term is in alignment with the federal use of “learning loss.”
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
 - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA’s website a plan for the safe return to in-person instruction and continuity of services.
 - Before making the plan publicly available, the LEA must seek public comment on the plan.
 - The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
 - The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
 - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
 - All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
 - The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: <https://schools.utah.gov/coronavirus?mid=4985&aid=10>
- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
 - the percentage of the total costs of the program or project which will be financed with Federal money;
 - the dollar amount of Federal funds for the project or program; and

- the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
- Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Fiscal Requirements

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
 - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
 - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
 - Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
 - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
 - Such local educational agency has a total enrollment of less than 1,000 students.
 - Such local educational agency operates a single school.
 - Such local educational agency serves all students within each grade span with a single school.
 - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Reporting Requirements for ARP ESSER

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.
 - Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.

Records Retention

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

General Education Provisions Act (GEPA) Requirements for LEAs

Section 442 (20 U.S.C. 1232e) Assurances

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;
- In the case of any project involving construction—
 - The project is not inconsistent with overall State plans for the construction of school facilities, and
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance on Lobbying (34 CFR part 82)

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<p>To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). https://www.congress.gov/bill/117th-congress/house-bill/1319/text, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.</p>	
<p>Superintendent or Charter School Director (Typed Name):</p> <p><i>Rich K. Nye, Ph.D.</i></p>	<p>Telephone:</p> <p><i>385-646-4523</i></p>
<p>Signature of Superintendent or Charter School Director*:</p>	<p>Date:</p>

**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.*