



LEA Application

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

Legal Name: (e.g., Juab School District)

Noah Webster Academy

Contact Information for LEA Representative

Name: Kat Nelson

Position & Office: Business Manager

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PROPOSED USE OF FUNDS

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

1. UNDERSTAND & ASSESS: Scholar 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.

Our school has faced many impacts due to the COVID-19 crisis. The biggest is the emotional toll it has taken on our scholars, family, and staff. This emotional toll lends its hand into the academic learning of our scholars. Our testing scores decreased from previous years. We will never know if this is due to

masks being worn, lack of instruction, or minds focused on the challenges of the world rather than learning grade level content. Some deficits we are focusing on this year include:

- At the end of the 2020-21 school year, we had 18% of our kindergartners scoring well below benchmark. Now in first grade, we have 49% of scholars scoring well below benchmark in reading according to Acadience data.
- We are averaging 36% of our grade 1 - 4 scholars scoring well below benchmark with 12% scoring below benchmark according to Acadience data.

Our ESSER III focuses on the emotional wellbeing, academic learning, and physical safety of all scholars and staff. These additional funds will continue what was started with our ESSER II funds which includes:

- A Reading Specialist and Intervention Team to provide specific, targeted instruction to our struggling readers along with supplies for this instruction. (Federal Allowable Use Cases #15)
- Providing additional cleaning supplies throughout the school and having extra cleaning and sanitizing taking place each evening (Federal Allowable Use Cases #10)
- Continued Professional Learning (Federal Allowable Use Cases #9)
 - Second part of the LETRS training in the 22-23 school year
 - Additional training in Eureka math for teachers.
- Increase Social and Emotional Learning through using the Leader in Me program throughout our school. (Federal Allowable Use Cases #15)
- Individualized classroom supplies so scholars do not need to share. (Federal Allowable Use Cases #18)

We will be including additional support with these funds:

- Additional hours for our social worker to provide support of scholars based on needs and parent or teacher requests. (Federal Allowable Use Cases #13)
- Improved technology for teachers and additional technology for scholars so they have the equipment necessary in case there is a need for a shut down again. (Federal Allowable Use Cases #12)

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 scholars' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented scholar 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 scholar 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 scholar 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.

We are seeing a decrease in the number of scholars at or above benchmark based on Acadience testing data. Although the number of scholars scoring well-below decreased from Fall 2020 to Spring 2021, we still have several scholars who continue to land in this category. Our ESSER II funds have provided us with the ability to hire a Reading Specialist and trained interventionists for the 2021-22 school year. They are focusing on targeted instruction for scholars falling below or well below benchmark. This additional targeted Tier 2 and 3 instructions. We will be using two new programs to our school called Wilson and Phono-Graphix to assist with this intervention. Our Reading Specialist is also working closely with teachers to ensure the classroom instruction is meeting the needs of the scholars.

Many of our scholars are feeling the strain that comes with living in a global pandemic world. Last year we really focused on the Leader in Me program which supports teaching scholars' skills to help them in their personal and interpersonal growth. They understand they are in charge of their actions and reactions and to focus on what is within their control. With ESSER funds we have been able to provide additional support for our teachers and scholars to assist with teaching the Leader in Program which includes access to a variety of online resources and personal workbooks for each child this year. This additional ESSER III funds will help ensure we continue to provide these supplies for our scholars as they are feeling the effects of the world around them.

Professional learning is essential for academic success and growth of each child. ESSER II and RDA funds helped us pay for LETRS training for our school this year. As this program is a two year program, Early Literacy Grant and ESSER III funds will help us pay for the next year. We feel it is important for all of our teachers to receive this training and understand the science of reading so they are able to support all learners especially those who may be English Learners or scholars with disabilities.

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

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific scholar subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
Reading Specialist and Interventions	August 2022–2023, August 2023-2024		End of Year (EoY) Acadience Reading Scores for scholars in grades 1-3 in the yellow or red ranges will decrease from Beginning of Year (BoY).	Based on 2021 BoY Data - 26 scholars in the yellow 82 scholars in the red	Based on 2022 EoY Data 35 scholars in the yellow 40 scholars in the red

Leader in Me (SEL)	August 2022–2023, August 2023-2024		End of Year (EoY) Confidence MRA data will increase from previous MRA data.	Based on 2021 EoY MRA (self assessment) 65% of scholars in grades 2-6 felt they had confidence.	85% of scholars in grades 2 - 6 will rate themselves higher in confidence.
LETRS Training – All K-6 grade teachers	August 2021 – May 2023		Increased understanding of the science of reading will assist teachers in preparing lessons to address the needs of all learners through the decrease of scholars below or well below benchmark.	Based on 2021 BoY Data - 26 scholars in the yellow 82 scholars in the red	Based on 2022 EoY Data - 26 scholars in the yellow 82 scholars in the red

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

Regular progress monitoring will help us ensure the interventions given are supporting scholar learning. Adjustments will be made to ensure learning increases. Based on end of year testing, we will compare progress from EoY 2021 to EoY 2022 as well as BoY 2021 to EoY2022. Based on this data we will continue to move forward with our current plan or make additional adjustments. We will also revisit the need for summer school.

Based on end of year 2021 data, all teachers grades K-6 requested Leader in Me workbooks for their scholars. These workbooks support scholars through the Leader in Me process which causes them to reflect on their actions and reactions. Our end of year MRA will help us see the impact of regularly using these workbooks in the classroom.

iv. How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all scholars, and particularly those scholars disproportionately impacted by the COVID-19 pandemic, including scholars from low-income families, scholars of color, English learners, children with disabilities, scholars experiencing homelessness, children and youth in foster care, and migratory scholars? USBE encourages LEAs to reference their needs assessment to support their narrative.

We will ensure that all scholars will receive the interventions based on individual needs. These interventions will be performed by highly qualified and trained staff. Based on previous data, we moved a classroom teacher to be a support specialist who provides additional support to our ELL population, she also works closely with scholars who struggle with certain aspects of the classroom by providing a safe Check-in/Check-Out place where scholars can discuss their day and set goals for growth for the next day.

Our Reading Specialist also provides additional support for those at risk of falling behind and those who are currently behind. Her team is provides additional testing to ensure we are getting to the root of each child's problem to ensure we providing the needed targeted instruction.

Last year we had an increase of parents requesting their child talk with our social worker. Our social worker was here one-half day a week last year. This year we have hired a new social worker who is here two full days to support scholars who need support to be successful in class. She is also providing social skills classes to assist scholars as they navigate the world and friends. As the year progresses, we will compare her current load to previous years to see if additional time is needed in the building.

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.

Additional funding will be used to ensure the school is a safe environment for all who enter. Purchases will include additional cleaning supplies, continued nightly cleaning crew for additional cleaning and sanitizing, personal supplies provided for each child, and necessary technology to ensure teacher and scholar have needed equipment.

- Classrooms are provided with additional disinfecting wipes to ensure desks and surfaces are wiped down throughout the day.
- We have hired a cleaning crew who provide additional cleaning and vacuuming of the school each evening.
- To ensure scholars are not sharing supplies, we have needed to increase the number of supplies purchased to provide one per child.
- Additional funds will be used to support technology in the classroom to ensure scholar Chromebooks and improved teacher equipment (computers, projectors, and document cameras) are working properly in case of another shut down.

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by

addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

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

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/ https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109	Noah Webster Academy will continue to work with our local health department to determine the policies and actions that are necessary to respond to the status of COVID-19 in our context.
Physical distancing (e.g., including use of cohorts/podding)	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102	We will continue to use the guidelines reflected in the COVID-19 school manual.
Handwashing and respiratory etiquette	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111	We will continue to use the guidelines reflected in the COVID-19 school manual by giving our scholars additional time and opportunities to wash or sanitize their hands. We will teach proper techniques for sneezing and coughing.
Cleaning and maintaining healthy facilities, including improving ventilation	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84	We will continue to sanitize the school on a regular basis with classrooms being sanitized at the end of each day. We have hired a company to come in to provide additional cleaning each evening.

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf - page 27-35	Noah Webster Academy will continue to work with our local health department to determine the policies and actions that are necessary to respond to the status of COVID-19 in our context. We are in contact with families who test positive or are quarantining.
Diagnostic and screening testing	https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf -page 37-43; 46-51; 52-56	Noah Webster Academy will continue to work with our local health department to determine when test to stay needs to take place.
Efforts to provide vaccinations to educators, other staff, and scholars, if eligible	https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf -page 57-59	All NWA Employees were given many opportunities to receive the vaccine when it was first administered to school staff. As an elementary school, our scholars are not old enough for the vaccine at this time.
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	Noah Webster Academy works closely with families to ensure FAPE is available for all children at our school.

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

https://www.noahwebsteracademy.org/apps/pages/index.jsp?uREC_ID=416238&type=d

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 scholars, 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:

Noah Webster Academy will comply with all GEPA Section 427. These funds will be focused on improving the professional learning for teachers as well as specific targeted instruction for scholar learning throughout the school. These learning opportunities will assist in ensuring all scholars in the school, especially those falling in the categories of low-income, disabilities, English Learners, migrant scholars, homeless, or foster care, receive the appropriate instruction necessary for growth.

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. scholars;
 - 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 scholars, children who are incarcerated, and other underserved scholars.
- 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 scholars' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented scholar 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 scholars (i.e., scholars from low-income families, scholars from racial or ethnic groups, gender, English learners, children with disabilities, scholars experiencing homelessness, children and youth in foster care, and migratory scholars), 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 scholars' academic needs, and scholars' and staff social, emotional, mental health, and other needs, which may include scholar 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 scholars 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 scholars.
 - Such local educational agency operates a single school.
 - Such local educational agency serves all scholars within each grade span with a single school.
 - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in scholar 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 scholars' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved scholars;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by scholar subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, scholar learning, and budgeting at the school and district level);
- Scholar data (disaggregated by scholar 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 scholars, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;

- In the case of any project involving construction—
 - The project is not inconsistent with overall State plans for the construction of school facilities, and
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance on Lobbying (34 CFR part 82)

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

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

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

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

Superintendent or Charter School Director (Typed Name):

Angela Rasmussen

Telephone:

801-426-6624

Signature of Superintendent or Charter School Director*:

Angela Rasmussen

Date:

9/14/2021

**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.*