

ARP Implementation Plan

Uinta County School District #1

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021.

ARP ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives. Wyoming will receive \$300 million for K-12 funding to be spent before 2024.

This is the district's plan for spending, in compliance with federal law. It must be published within 90 days of the ARP application opening. The below plan must be completed by each public school district receiving funding under the ARP ESSER, developed in concert with stakeholders as detailed below and available for public comment. All funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities

Part 1

1. Describe how the LEA will use the mandatory 20% set-aside to address the academic impact of learning loss (note federal statute uses the term, "lost instruction time") through the implementation of evidence based interventions such as summer learning or enrichment, extended day, comprehensive after school, or extended school year programs.

Narrative	Budget
Overview: UCSD #1 will utilize the 20 % set aside to expand and enhance the current summer school program in grades K-12. Over the next three years increased support will be provided to students that experienced learning loss and demonstrate significant needs. During the school year students will be provided extended day tutoring in the areas of reading, writing, and math. Teachers will provide students with individualized learning opportunities that address individual needs in the morning and after school. Student progress will be assessed through program and informal means. Summer school will be offered to our most at-risk students and those that have specific learning needs. The instruction will enhance and be aligned to the evidence-based programs and structures used during the year in the content areas of reading, writing, math.	\$1,600,000
Specific Evidence-Based Interventions (eg., curriculum, assessments): Interventions will be provided through a combination of in program and individual teacher developed curriculum and assessments. Student progress is measured on essential standards in our core tier 1 instruction through teacher developed common formative assessments aligned with identified essential standards. Student specifically identified learning targets aligned to the essential standards will serve as the foundation for student learning and measurement of progress.	\$1,300,000
Opportunities for Extended Learning (eg., summer school, afterschool) Extended day learning opportunities will be provided before and after school in the content areas of reading and math. This level of support will be provided throughout the year. During the	\$200,000

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summer, an intensive 20 day program will be provided that aligns with the identified essential standards and skills (GVC) as well as the evidence-based core programs utilized throughout the school year.	
Equipment and/or Supplies: Equipment and supplies will be purchased and utilized to meet the specific needs of the students attending extended day and summer school. Technology to enhance learning will be purchased as needed to meet student needs (computers, chromebooks, i-pads, etc.).	\$100,000
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$1,600,000

2. Describe how the remaining ARP ESSER funds will be used consistent with statutory requirements (see USED's FAQ, Section A-3 for allowable uses of funds). Please write NA if a category is not applicable to your plan).

Narrative	Budget
<p>Overview UCSD #1 through an extensive consultation process with stakeholders identified the following allowable areas to utilize the remaining funding. Employing/retaining existing staff, mental health services, addressing needs of students, educational technology, addressing learning loss through extended day and summer school activities.</p> <p>Employing/retaining existing staff: Employee retention payments will be provided to each employee over a period of 2 years. The payments will be distributed incrementally. The purpose is to maintain operation of and continuity of services in UCSD #1 and used to retain, support, and stabilize our existing employee base.</p> <p>Mental health services and supports: Providing for the mental health needs of our students is a top priority. The district will provide a tele-therapy model for all students and additional training for our counselors to meet the needs of students directly. During the summer the district will provide daily group counseling for identified students to meet social emotional needs.</p> <p>Purchasing Educational Technology: The district will promote student learning through chromebook purchases for all students grades K-12; ensure connectivity for students with need; hot spots to address remote learning needs; and FM amplification system upgrades.</p>	\$5,350,000
Academic Support: The collaborative development of guaranteed and viable curriculum and the continued emphasis on effective implementation will provide	\$500,000

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the foundation for meeting student academic needs. Core instruction and tier 2 and 3 supports are in place during the school day for students as well as coordinated and aligned interventions.	
Educator Professional Development The district will continue to provide professional development in the effective implementation of professional learning communities. Teacher and instructional support staff are being trained through an integration of job-embedded support and collaboration with outside consultants and experts.	\$250,000
Strategies to Address Workforce Challenges: It is proposed to maintain operation of and continuity of services in UCSD #1 that a portion of the ARP funds be used to retain, support, and stabilize our existing employees (instructional and support staff). This allocation would be extended over the lifetime of the grant to encourage retention and stabilization of our staff.	\$3,854,548
Other Priorities Not Outlined Above: Other technology priorities include improving and enhancing educational tools for instructional delivery. This may include document cameras, projectors/televisions, storage servers, desktop computers as needed in classrooms.	\$750,000
Total Approximate Budget for Investments in Other Allowed Activities	\$5,354,548

- Describe how the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, 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.

Population	Academic	Social, Emotional, and Mental Health
All Students	<p>All means all. All students are taught at grade level during core tier 1 instructional time in all content areas. Instructional support is provided during core instruction time to support students that have tier 2 needs (support to take learn core standards).</p> <p>Technology is being utilized to reach out to students that are unable to attend due to COVID and other illnesses. Teachers record lessons and conduct live feed opportunities to students to meet their academic needs.</p>	<p>All students will be provided access to trained counselors available at each school site as well as the access to tele-therapy.</p> <p>Consistent implementation of evidence-based programs are being implemented to establish core social emotional needs of all students. Conscious Discipline is being implemented in the K-5 and Rachel's Challenge at the 6-12 sites.</p> <p>PBIS is implemented and used to meet the needs of all students as well as the unique social emotional needs of our most fragile students.</p>
Students from low-income	Title I services are extended to all students in need of academic	Teachers have been trained to be poverty aware. This awareness includes being able

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families	support. Push in support is provided in K-5 classrooms by training paraprofessionals. WIN (What I Need) time is set aside daily to meet unique academic needs. Before and after-school tutoring is provided to meet individual needs.	to identify student SEL needs. Students are given opportunities during the day and summer to receive support from highly trained professional counselors. Students are provided with free breakfast and lunch to combat food crisis that exist with some of our families.
Students of color	Title I services are extended to all students in need of academic support. Equity and equal access to academic support is available to all students.	Equity and equal access to mental health and social emotional support is available to all students.
English learners	Title I services are extended to all students in need of academic support. Extensive academic support is provided to all of our ELL students daily. Individual Learning Plans are established and provide necessary organization of strategies to meet each student's academic needs. Students are encouraged to take part in the extended day tutoring and summer school as well. Family outreach is important to establish relationships of trust. Communication of student academic progress is provided in a manner that ensures parents are included and informed.	Family outreach and support is provided through the ELL department and at each school site. The importance of bringing families together and listening to their needs allows the schools to customize mental health and social emotional interventions. PBIS is implemented and used to meet the needs of all students as well as the unique social emotional needs of our most fragile students.
Students with disabilities	Students with disabilities receive FAPE and the specific identified goals of the IEP are met during core and throughout the learning day. All students are taught during core instruction at grade level in core academic subjects (reading, writing, math). Specific interventions related to the IEP goals are provided during the school day to decrease the academic gaps. These students are invited to participate in the extended day and summer school academic programs as well.	Student identified mental health needs are provided as part of the IEP. Each student's mental health needs are considered and provided by a well-trained counseling staff at each school site. PBIS is implemented and used to meet the needs of all students as well as the unique social emotional needs of our most fragile students.
Students experiencing	Students experiencing homelessness are tracked and a	The district has a McKinney Vento coordinator that serves as a liaison and

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homelessness	needs assessment conducted to determine individual needs. To ensure that daily attendance occurs transportation is made available. Before and after school programs are in place to assist with these students' unique needs (food, hygiene, etc.). Communication of student academic progress is provided in a manner that ensures parents are included and informed.	<p>facilitator to meet the needs of the children and provide outreach to the families. Healthy families lead to healthy children.</p> <p>PBIS is implemented and used to meet the needs of all students as well as the unique social emotional needs of our most fragile students.</p>
Children in foster care	<p>The district participates in wrap around services provided to the students in foster care. Intake meetings are held to determine student academic need and communicated to the staff that have the need to know.</p> <p>Communication of student academic progress is provided in a manner that ensures parents are included and informed.</p>	<p>The district has a McKinney Vento coordinator that serves as a liaison and facilitator to meet the needs of the children and provide outreach to the families. Healthy families lead to healthy children.</p> <p>PBIS is implemented and used to meet the needs of all students as well as the unique social emotional needs of our most fragile students.</p> <p>The district has staff that specifically addresses the needs of these students through coordinated efforts with the foster families and the department of family services.</p>
Migratory students	<p>Our school district has not experienced students of this population category. As with all students, first identify who those students are and then determine what their specific needs will be.</p> <p>Ensure that academic progress is available and a communication plan in place to facilitate the transition.</p>	<p>Our school district has not experienced students of this population category. As with all students, first identify who those students are and then determine what their specific needs will be.</p> <p>Provide mental health needs as determined and ensure transition planning is in place for the students.</p>

* If a population was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.

4. Describe how and to what extent ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance on reopening schools).

Narrative:	Budget:
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Overview: UCSD #1 will continue expanded sanitation procedures in all schools and school facilities. Additional custodial staff have been added to support prevention strategies. Opening plan continues to be updated based on COVID hotspots and dynamics. Technology will be focused to ensure the district can transition to remote learning if necessary. This includes hardware, software, staff training, and educational electronic tools. District nursing staff has been stabilized and will continue to support students and staff in testing, quarantines, prevention strategies (masks), and daily student and staff screening expectations. Nurses will continue to facilitate communication with local, state, and federal health organizations, district leadership, parents, and the community.	\$400,000
Equipment or Supplies: ESSER and ESSER II funds have been used for PPE, cleaning and sanitation supplies. Expansion of supplies and equipment will be determined as needed based on the spread of COVID-19 in our schools. Replace equipment stressed by additional sanitation efforts including; vacuums, scrubbers, and foggers. Replace or repair food service equipment stress by free lunches offered to all students age 0 through 18.	\$50,000
Additional FTE: Additional staffing would be needed to support custodial, health services, and to lower class sizes to improve opportunities for physical distancing. Shortages in food service, transportation, and substitutes district-wide will be supported using ARP funds.	\$350,000
Other Priorities Not Out-lined Above: NA	
Total Approximate Budget for Mitigation Strategies	\$400,000

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan. Please also note that these projects are subject to the department's prior approval. For further guidance, see U.S. Department of Education's FAQs B-6, B-7, B-8 and C-27.

Narrative:	Budget:
Project #1: Update district facilities to support student and staff safety, updating security systems (cameras, and early notification systems), and supporting hardware and software.	\$150,000
Project #2: In classroom amplification systems replacement of non-functioning systems to support students with special needs and possible virtual learning from classrooms.	\$125,000
Project #3: Classroom air purification systems in special needs classrooms and critical identified areas.	\$250,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$575,000

6. Describe how the school district will use ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:

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- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years;
- Students who did not participate or participated inconsistently in remote instruction; and
- Students most at risk of dropping out of school.

Overview: UCSD #1 will continue to use strategies that focus on a multi-level of support for students with poor attendance, below grade level performance, and students identified and unidentified with special needs. Attendance has been a major focus area for UCSD #1, funds will be used to support efforts to educate parents and students in the importance of developing a positive attendance pattern.

Missed Most In-Person: UCSD #1 stayed in close contact with students not participating in-person during the 2019-20 school year. Students were invited back to attend school in person and the district provided all of the strategies available to support any learning loss.

Did Not Participate in Remote Instruction Remote instruction was and is not applicable. 95% of our students are attending daily. The district currently does not offer remote or virtual services.

At Risk for Dropping Out: UCSD #1 has a district liaison to support students and families identified as-risk based on attendance. Attendance officers stay in close contact with tier 3 students, county attorney, and parents, providing support, communication and strategies to improve attendance patterns. Summer school and saturday school are required for students dropping below 90% attendance at high school

Part 2: Consultation with Stakeholders

1. Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:
 - students;
 - families;
 - school and district administrators (including special education administrators); and
 - teachers, principals, school leaders, other educators, school staff, and their unions.
 - tribes;
 - civil rights organizations (including disability rights organizations); and
 - 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.

Uinta County School District #1 (UCSD #1) will engage in meaningful consultation with stakeholders using a variety of strategies. These strategies include but are not limited to direct communication with the school board, administration, parents/families, district staff, students, and community partners during board meetings, administrative meetings, building level staff meetings, parent/teacher meetings, conferences, public forums, workshops, assemblies, budget planning sessions, surveys, strategy meetings with teacher's union, meeting with community partners, and polls. Indirect methods will include the district's website, newsletters, notices in local paper, editorials, mailings, formal and informal needs assessments, district's strategic plan, board and district goals.

In the last ninety (90) days the district has provided instruction and information on the ARP ESSER funds, including allocation amounts, spending timelines, spending categories, required 20% set aside, feedback

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loops and strategies, a timeline including deadlines and agreed upon expectations for stakeholder input. Administrative meetings have focused on funding priorities, strategies, and spending plans. Meetings with community partners seeking input, suggestions, and support led by our central office administration. Staff and Parent/Student/Community surveys were conducted providing information and requesting prioritization of spending needs. Results of surveys provided to staff and Parent/Student/Community members at a public forum.. Building level staff meetings have focused on ARP ESSER funds spending priorities and suggest spending options.

2. Provide an overview of how the public stakeholder input was considered in the development of the LEA's plan for ARP ESSER funds.

Results from the work completed by the board and administrative team, survey results, and the data collected at staff meetings were used to develop spending plans based on prioritized spending categories. All results can be found on the district's website (www.uinta1.com). Once the spending categories were prioritized from staff and community surveys, district administration allocated a percentage of funds to meet the identified spending priorities. Allocation strategies will attempt to spend $\frac{1}{3}$ of the ARP funds annually over the next three years. This will allow the district the opportunity to assess effectiveness of programs and activities funded during the previous twelve month period, report results to stakeholders, and to reassign funds based on current need and updated district priorities.

Part 3: Monitoring and Reporting

In the space below, the LEA should outline how they will actively monitor their allocations and how they will collect and manage data elements that may be required to be reported by USED; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once they are clarified by the U.S. Department of Education. WDE recognizes that this will be a significant requirement and is working hard to streamline this process to make it less burdensome for districts.

UCSD #1 will follow the requirements and guidance from WDE (when provided). Quarterly PERs will be generated to outline detailed spending of ARP funds. In addition, the administration will report quarterly at a public meeting the progress of programs funded using ARP ESSER funds. This report will be available on the district website and submitted annually to all stakeholders (hard copy) in July during the budget hearing. Administrators will report progress of strategies to support student learning loss and social/emotional support programs. Report will be at a public meeting, streamed live, and archived for review. Fiduciary requirements of the grant will be audited bi-annually and reported to the school board and district administration by CFO.

To facilitate transparency, the department will post the link to each school district's plan on its website. It will be the responsibility of the district to ensure its link remains valid.

www.uinta1.com