ARP Implementation Plan
Uinta County School District 4

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: Uinta 4 will use the mandatory 20% set-aside to provided evidence based interventions in a variety of ways. We will use screening from FastBridge and assessment data from WY-TOPP and classroom based assessments along with data from our Early Warning Systems to determine students' academic needs and learning gaps. This data enables teachers and interventionists to make decisions to help students find success. Progress monitoring will be done regularly with all students identified as being at risk. After school tutoring, both in-person and remotely, is offered throughout the school year. Extended school year services are provided for credit/learning recovery, addressing learning gaps, and as a kick-start to the upcoming school year. Teacher designed enrichment opportunities will be available after school, on targeted Saturdays, and during the summer to help re-engage students academically and to sustain student engagement over time. Funding to employ interventionists to support Tier I, Tier II and Tier III instruction and interventions will be a priority	Total 20% budget = 20% of $1.068,999.63 which equals $213,800
Specific Evidence-Based Interventions (eg., curriculum, assessments): FastBridge not only helps to identify learning gaps, but it always identifies appropriate, research based, best practice interventions to address student learning gaps. Interventionist will be hired to flood classrooms during the delivery of our guaranteed and viable curriculum to support the learning of all students. Co-planning time for classroom teachers, interventionists, and tutors will be funded appropriately to maximize the impact on learning for all students. Our district approved curriculum and assessment system will provide the structure for our Tier 1, Tier 2 and Tier 3 instructional design and delivery.	$122,000

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Opportunities for Extended Learning (eg., summer school, afterschool): Extended school year services are provided for credit/learning recovery, addressing learning gaps and as a kick-start to the upcoming school year. Teacher designed intervention and enrichment opportunities will be available after school, on targeted Saturdays and during the summer to help re-engage students academically and to sustain student engagement over time. Remote tutoring will be provided to those students who can not stay after school due to transportation issues. This remote tutoring will be provided in the evenings when parents are present in the home.	$68,000
Equipment and/or Supplies: Uinta 4 will purchase equipment and supplies that are necessary as part of our large focus on interventions to identify and reduce learning gaps and activities to re-engage and sustain students in our education programs.	$23,800
Other Priorities Not Outlined Above	0
Total Approximate Budget for Academic Impact of Lost Instructional Time	$213,800

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
Overview: Funding will be used to provide academic supports and interventions for student K-12 as they are identified and evolve. Key to maximizing the impact of these support and interventions systems will be professional development for educators in the areas of at-risk students, remote instruction and delivery, and Tier I , Tier II and Tier III instructional design and delivery. Using funds to support and stabilize our existing work force and to attract additional educators will be very important to sustain our students' growth and improvement.	$755,199.63
Academic Supports: Required funding for personnel, programs and training to support all students as we attempt to close learning gaps and re-engage students in the educational process will be critical to our success.	$170,000
Educator Professional Development: ARP ESSER funding will be combined with other district and federal resources to ensure that educators are properly trained to meet the unique challenges created during and post-pandemic. Professional development for educators in the areas of at-risk students, remote instruction and delivery, and Tier I , Tier II and Tier III instructional design and delivery will be a priority.	$90,000
Strategies to Address Workforce Challenges: Funding to stabilize our existing workforce and funding to attract, train, and retain future employees will be critical to our success. Classified employees such as food service workers and custodians will be a priority as will all certified employees, especially classroom teachers and interventionists.	$445,199.63
Other Priorities Not Outlined Above Additional services including, but not limited to, in-person and remote counselling services will be needed to help students and staff members manage the unique social emotional and mental health challenges created by the pandemic.	$50,000
Total Approximate Budget for Investments in Other Allowed Activities	$755,199.63

3. 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	Uinta 4 will provide evidence based	School counselors meet weekly to discuss

	interventions in a variety of ways. High quality standards-based instruction and assessment will continue to be provided. Collaborative Learning Teams via the Professional Learning Community process will review student data and adjust instruction and assessment accordingly. We will use screening from FastBridge and assessment data from WY-TOPP and classroom based assessment along with data from our Early Warning Systems to determine students' academic needs and learning gaps. This data enables teachers and interventionists to make decisions to help students find success. Progress monitoring will be done regularly with all students identified as being at risk. After school tutoring, both in-person and remotely, is offered throughout the school year. Extended school year services are provided for credit/learning recovery, addressing learning gaps, and as a kick-start to the upcoming school year. Teacher designed enrichment opportunities will be available after school, on targeted Saturdays, and during the summer to help re-engage students academically and to sustain student engagement over time. Funding to employ interventionists to support Tier I, Tier II and Tier III instruction and delivery will be a priority.	concerns with students and talk about supports. Classroom teachers provide regular lessons utilizing the Second Step SEL learning program. Counselors provide regular guidance lessons that reinforce these skills as well as social lessons and Character Counts topics. We plan to use the behavioral/SEL screening tool of FastBridge screener to further check for needs and concerns individually and as groups. Because of the diverse needs of our students, we will continue to contract with an outside counseling agency to provide additional counseling services for all our students, including those on IEP's and 504 plans. These counseling services will be funded by the school district to allow families and students to have an additional trusted adult they can visit with confidentially. These counseling services will be provided both in-person and remotely. We will also explore the possibility of bringing in outside speakers who specialize in working with at-risk teenagers and have them visit with students and explore what their futures might bring and how they can be forward thinking and approach their future with a positive growth mindset. We will also continue to have a strong focus on providing out of school opportunities for students to explore career related fields and post-secondary options, especially at the community college and trade school levels. We want our students to be optimist about the many positive opportunities their future holds.
Students from low-income families	In addition to the supports provided to all students, academic support for low-income families will focus on meeting the physiological and safety needs identified in Maslow's	In addition to the supports provided to all students, social, emotional and mental health support for low-income families will focus on meeting the physiological and safety needs identified in Maslow's

	hierarchy of needs. Support will also be provided to ensure that adequate technology and band-width is available at no cost. More traditional learning supplies and equipment will also be provided.	hierarchy of needs.
Students of color	In addition to the supports provided to all students, academic support for students of color will focus on ensuring a learning environment that meets the unique cultural needs of different ethnicities.	In addition to the supports provided to all students, social, emotional and mental health support for students of color will focus on ensuring a school environment that meets the unique cultural needs of different ethnicities
English learners	In addition to the supports provided to all students, academic support for English learners will focus on removing any barriers to learning created by language acquisition or lack of cultural understanding.	In addition to the supports provided to all students, social, emotional and mental health support for English learners will focus on removing any barrier or anxiety created by language acquisition or lack of cultural understanding.
Students with disabilities	In addition to the supports provided to all students, academic support for students with disabilities will focus on meeting the specific accommodations identified in each individual student's IEP.	In addition to the supports provided to all students, social, emotional and mental health support for students with disabilities will focus on meeting the specific accommodations and needs identified in each individual student's IEP.
Students experiencing homelessness	In addition to the supports provided to all students, academic support for students experiencing homelessness will focus on meeting the physiological and safety needs identified in Maslow's hierarchy of needs. Support will also be provided to ensure that adequate technology and band-width is available at no cost. More traditional learning supplies and equipment will also be provided.	In addition to the supports provided to all students, social, emotional and mental health support for students experiencing homelessnesss will focus on meeting the physiological and safety needs identified in Maslow's hierarchy of needs.
Children in foster care	In addition to the supports provided to all students, academic support for students in foster care will focus on meeting the specific needs identified by working collaboratively with the foster family.	In addition to the supports provided to all students, social, emotional and mental health support for students in foster care will focus on meeting the specific needs identified by working collaboratively with the foster family and any mental health programs already provided by other agencies.
Migratory students	In addition to the supports provided to all students, academic support for migratory students will focus on	In addition to the supports provided to all students, social, emotional and mental health support for migratory students will

	removing any barriers to learning created by mobility, language acquisition or lack of cultural understanding.	focus on removing any barrier or anxiety created by language acquisition or lack of cultural understanding.

* 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:
Overview: Uinta 4 operates all facilities with a focus on appropriate hygiene measures, including but not limited to, hand washing, the use of sanitizers and the implementation of cleaning and sanitizing protocols that meet or exceed the guidelines provided by state and federal agencies. Custodians clean and disinfect each building every night. Throughout the day, teachers are equipped with supplies to sanitize their classroom during class transitions. This approach has worked well during the pandemic and we believe it will continue to help ensure that our schools remain open and our students and employees remain healthy. As part of this plan, we will continue to employ additional staff members for the purpose of sanitizing our facilities. We will also continue to purchase the supplies and equipment that have helped us find success in keeping our schools open and stakeholders healthy.	$100,000
Equipment or Supplies COVID safety supplies will continue to be purchased to maximize health and safety for employees and students.	$35,000
Additional FTE Additional classified staff members will continue to be employed to provide assistance in implementing our Safe Return to School Plan.	$65,000
Other Priorities Not Out-lined Above	0
Total Approximate Budget for Mitigation Strategies	$100,000

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 No needs have been identified at this time.	NA
Project #2 No needs have been identified at this time.	NA

Total Approximate Budget for Renovation, Air Quality, and/or Construction	NA

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:
   - 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:Uinta 4 will to provided evidence based interventions in a variety of ways to identify, re-engage and support students who have been most impacted by the loss of instructional time. We will use screening from FastBridge and assessment data from WY-TOPP and classroom based assessment along with data from our Early Warning Systems to determine students' academic needs and learning gaps. This data enables teachers and interventionists to make decisions to help students find success. Progress monitoring will be done regularly with all students identified as being at risk. After school tutoring, both in-person and remotely, is offered throughout the school year. Extended school year services are provided for credit/learning recovery, addressing learning gaps, and as a kick-start to the upcoming school year. Teacher designed enrichment opportunities will be available after school, on targeted Saturdays, and during the summer to help re-engage students academically and to sustain student engagement over time. Funding to employ interventionists to support Tier I, Tier II and Tier III instruction and delivery will be a priority. Technology and adequate internet connectivity will be provided to those students in need. The school district installed EduCamPTZ classroom cameras in every K-12 classroom in the school district and enhanced the sound systems in all classrooms in the school district with new amplifiers and speakers to allow for appropriate sound amplification, even if speaking through face coverings. This equipment allows for both synchronous and asynchronous remote/virtual instruction and learning. The EduCamPTZ cameras link with a Viewpath platform that provides a means for the cameras to be recognized by the teacher's computer as a webcam, which can then integrate with Google Classroom. Live instruction is streamed through the Google platform and this same-recorded instruction can be easily stored in the cloud for postings in the Google platform for on –demand viewing.   All staff will continue to make effective use of this system along with the Google Suite of products, especially Google Classroom, to maintain a continuity of services when students are limited in their school attendance due to quarantines and isolations.

Missed Most In-Person: Multiple opportunities to overcome learning gaps will be provided.These will include in-school , extended day and extended school year interventions, tutoring, credit recovery and activities aimed at re-engaging students based on personal interests and needs.

Did Not Participate in Remote Instruction: Multiple opportunities to overcome learning gaps will be provided.These will include in-school , extended day and extended school year interventions, tutoring, credit recovery and activities aimed at re-engaging students based on personal interests and needs.

At Risk for Dropping Out:Multiple opportunities to overcome learning gaps will be provided.These will include in-school , extended day and extended school year interventions, tutoring, credit recovering and activities aimed at re-engaging students based on personal interests and needs.

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.

Consultation for the planning for the use of ARP ESSER III Funds has included three separate stakeholder input meetings held on July 13, 2021, August 10, 2021, and November 9, 2021. These meetings were advertised in our local newspaper and were held in concert with our regularly scheduled school board meetings to allow for input from school board members, community members, students, and school employees, including all building principals and the district Special Services director. Coordinators for Title IX, 504/ADA, McKinney -Vento Homeless, ELL, and Perkins were also present at all three stakeholder input meetings. ARP (ESSER III) discussion topics included the purpose of the grant, allowable uses, timeline for application and expenditures, return to in-person learning plan, and implementation plan. Stakeholders provided questions and input regarding our updated Smart Start Plan, CDC requirements, county health metric data, extended learning opportunities including both in-person and remote tutoring options and the socio-emotional concerns for students and staff.

Additional consultation and input was received via Superintendent Newton's Advisory Committee during the October, November, December, and January meetings. Input was also sought and received from Mountain View High School students via the Student Council and the four student school board representatives. A stakeholder input survey was administered electronically during December 2021 and January 2022 via our K12 Swift Alert communication system to remotely gather input as well. This survey was also posted on our district Facebook page and our district website. As of today, we have a total of 193 stakeholders that have provided feedback and input via our electronic survey. Superintendent Newton provided a presentation at the January 11, 2022 Board of Trustees meeting summarizing all of the input we have received throughout this process, beginning with our first in-person stakeholder meeting in July and ending with our stakeholder survey in January.

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

The consensus of the stakeholders who provided input throughout this process was a desire for schools in Uinta 4 to remain open in a fashion that most closely resembles "business as usual" while prioritizing the

safety and well-being of students, staff members and community members. The shared belief is that the best place for our students to receive their education is within our buildings working in-person with the amazing teachers and staff members that we have in Uinta 4. There is also an understanding that we must provide the same, high quality education for those students who are unable to attend school in-person due to medical reasons, concerns about COVID-19, or attendance limitations set forth by quarantine or isolation health orders. Additionally, there was a strong desire to help those students who have experience learning gaps during the pandemic due to school closures or individual quarantines or isolations. Furthermore, many discussions focused on the need to support our students and staff's social, emotional, mental health needs over the next few years. The development of our ARP Implementation Plan considered and included these shared beliefs as we focused on developing strategies and allocating funding to these areas.

This recent stakeholder input mirrors input received from a comprehensive survey of both parents and staff members that was conducted in July of 2020. For example, 76% of parents who were surveyed and 77% of staff members surveyed said their preference for schooling was "all in person learning in school". In general, both parents and staff members were willing to do what it took to keep our schools open. 75% of parents and 92% of staff members stated that they were willing to wear a face covering in order to keep schools open. Likewise, 91% of parents and 99% of staff members stated they were willing to do temperature and symptoms checks in order to remain open. 95% of parents and 100% of staff members were willing to immediately report COVID-19 symptoms and 80% of parents and 95% of staff members were willing to social distance in order to remain open. The survey results from July of 2020, the input from stakeholders received in July, Augus,t and November of 2021 at our stakeholder input meetings and the input provided by 193 different stakeholder electronically during December 2021 and January 2022, were used to focus our attention and financial resources on these identified needs.

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.

Uinta 4 will monitor our ARP ESSER III allocation by using the same systems and checks and balances that we currently use for our other federal grants and our overall district budget. This will include a collaborative effort shared by our superintendent, business manager, consolidate grant manager, and the Board of Trustees. When necessary, Uinta 4 will use the WDE as a resource concerning allowable expenditures and required reporting.

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.