



# Safe Return to In-Person Instruction and Continuity of Services Plan Template

District: **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.

LEAs must develop and make publicly available a **Safe Return to In-Person Instruction and Continuity of Services Plan that meets the following requirements within 30 days of receiving ARP ESSER allocation**. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input. ARP ESSER plans need to be published in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

**Note: LEAs need to update the Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months** through the life of the grant. Additionally, LEAs must seek public input on any of these revisions and must take that input into account. All revisions must include a rationale of why the revisions were made.

Please see the WDE's [District Plan Checklist](#) as an additional resource.



## **UPDATE PLAN**

ESSER III (ARP) requires that Uinta 4 update this Safe Return to In-Person Instruction and Continuity of Services Plan every six months.

- As required, this plan was updated on May 11, 2022. Public input sought during our regularly scheduled Board of Trustees meeting held on May 10, 2022 as an official agenda item under the Information/Discussion section of the Board agenda.
- As required, this plan was updated on November 8, 2022. Public input was most recently sought during our regularly scheduled Board of Trustees meeting held on November 8, 2022 as an official agenda item under the New Business section of the Board agenda.



# Safe Return to In-Person Instruction and Continuity of Services Plan

## Part One: Safe Return to In-Person Instruction Plan:

1. Describe to the extent to which the LEA has adopted policies and a description of any such policies on each of the following health and safety strategies.

### Mitigation Strategy

### LEA Response

#### Universal and correct wearing of masks

Currently, Uinta 4 recommends but does not require universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status. If worn, masks should cover both the mouth and nose.

#### Physical distancing (e.g., including use of cohorts/podding)

When possible, schools in Uinta 4 will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, Uinta 4 classroom teachers will attempt to design classroom instruction and delivery by placing students in cohorts to reduce and minimize exposure and transmission. Additionally, there is a focus to reduce the amount of time students are within close contact. The K-8 school building was designed with the pod concept so that there are only two grade levels per pod. This design concept has been very beneficial as we attempt to minimize transmission. The high school consists of 165,000 square feet occupied by on 243 students. Adequate social distancing in this building is very doable. These strategies will be layered with prevention strategies such as screening for COVID symptoms of students and staff and requiring them to remain home when symptomatic.

#### Handwashing and respiratory etiquette

Time is built into the instructional day for students to appropriately and frequently wash their hands with soap and hot water, including prior to eating lunch. Signs are posted throughout our buildings asking all to cover their mouth and nose when coughing or sneezing to limit the potential transmission of respiratory pathogens spread by droplets or airborne route. Additionally, tissues are provided for one time use and disposal. Masks are provided by the school district for students and staff members who are showing symptoms and waiting to go home.

#### Cleaning and maintaining healthy facilities, including improving ventilation

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 and supplied to sanitize their classroom during class transitions.



# Safe Return to In-Person Instruction and Continuity of Services Plan

## Contact tracing in combination with isolation and quarantine

With each new reported positive case, Uinta 4 school nurses start by calculating dates according to CDC guidelines. They use these guidelines to determine time of contagion and whether or not that time period coincided with school or activity attendance. They then identify any students who fall into a close contact category and determine appropriate measures to help with containment; including isolation and quarantine, while continuing to keep students that are not at high risk for transmission at school. They are careful to contact parents of any students who are identified as close contacts through phone calls or letters (whichever is warranted) and give quarantine or isolation guidelines. They educate parents on exemptions from quarantine including positive antibody testing, vaccination status or a positive COVID test within the past three months. They then give quarantine or isolation (depending on whether it is a positive or close contact situation) recommendation information and calculate return dates for parents. This has helped with containment and has helped decrease spread within the school.

## Diagnostic and screening testing

Uinta 4 uses the CUE (molecular) testing to determine shortened quarantine dates for students on or after the 5th day of quarantine. Any students who receive a negative result are allowed to return to school after the seventh quarantine dates. This has helped to shorten quarantine times. Uinta 4 nurses also work with local providers who offer COVID testing as well and antibody testing to determine if and when students are safe to return to school. The CUE test also has diagnostic capability that can be used for staff members or students.

## Efforts to provide vaccinations to educators, other staff, and students, if eligible

Uinta 4 hosted vaccination clinics on site during February and March of 2021 for staff members. Additionally, a vaccination clinic was offered on site for students in September of 2021.

## Appropriate accommodations for children with disabilities with respect to health and safety policies.

Students with disabilities who are receiving in-school instruction are afforded the individualized accommodations that have been identified through the IEP team process. Student are provided both the learning accommodations and the health and safety accommodations that have been agreed upon and developed by the entire IEP team. These accommodations are identified as part of the IEP team process and are implemented with fidelity. Students with disabilities who are receiving instruction from home, even if for a brief period of time while on quarantine or isolation, will be provided these same required accommodations for learning, health and safety. These will be provided in a way that best meets the needs of the students, including, but not limited to, in-person home visits for instruction and related services and remote virtual instruction for learning and providing related services.



## Safe Return to In-Person Instruction and Continuity of Services Plan

2. Describe how the LEA will ensure 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.

### **How will we ensure the continuity of services for...**

#### ***Student's academic needs?***

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 years services are provided both as a credit/learning recovery and as a kick-start to the upcoming school year. In-person learning is the preferred instructional delivery method but we are well equipped to deliver remote instruction for students on quarantine and isolation. 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. 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 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.

#### ***Students' social, emotional and mental health needs?***

School counselors meet weekly to discuss 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 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. 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 approach that future in a positive way. We



## Safe Return to In-Person Instruction and Continuity of Services Plan

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 optimistic about the many positive opportunities their future holds.

### *Staff's social, emotional and mental health needs?*

Uinta 4 has purchased teletherapy professional counseling services through BetterHelp for all staff member to help them deal with the many stressors in their lives. This remote opportunity is especially beneficial due to the lack of adequate counselling services in our isolated and remote community. Each staff member can remotely counsel with a licensed therapist one hour each week for up to 10 weeks. This option was made available in October and many staff members are utilizing this service at no cost to them. We also have a district wellness committee with many participating members, including school nurses and counselors, which provides activities and opportunities for staff members to work individually and collectively to better themselves. These include physical and mental health initiatives and activities meant to engage staff in positive activities/thinking to better themselves in a variety of ways.

3. The State requires a description of the process by which the LEA will collaborate with local health officials to monitor student health metrics throughout the school year. Provide that description below.

Since March of 2020, Uinta County School District 4 has met on an on-going basis with Uinta County Health Officer, Dr. Adams, and Uinta County Nurse manager, Kim Proffitt, to collaborate on the current realities and challenges of COVID 19. These meetings occurred weekly until recently switching to every two weeks and eventually once per month. These meetings are conducted through Zoom and include two other county school districts and many other county agencies and medical service providers. Each meeting includes a review of the current county, state and national health metrics. Local COVID Transmission Indicator data for Uinta County including specific data for both cases per 100,000 and test percent positivity are discussed during each meeting. Discussions also include identify potential strategies to accurately message the realities of COVID-19 and how best to organize and promote vaccinations within Uinta county and Uinta County School District 4. Discussions also focus on the challenges created by upcoming community events that involve large gatherings of people. Additionally, Uinta 4 school nurses converse regularly, as needed with Uinta County Nurse Manager, Kim Proffitt, to gather information, discuss the latest data trends, plan, and organize vaccination clinics within our school building and throughout the Bridger Valley. Callie Perkins has replaced Kim Proffitt for this purpose. Uinta 4 attends a monthly meeting with her and other stakeholders for updates and discussions. The most recent updated was attended via Zoom on May 2, 2022.



# Safe Return to In-Person Instruction and Continuity of Services Plan

## Part Two: Consultation with Stakeholders

1. Describe how the LEA will, in planning for the use of ARP ESSER funds, engaged 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 Funds has included three separate stakeholder input meetings held on July 13, 2021, August 10, 2021 and November 9, 2021. These meeting were advertised in our local newspaper and were held in concert with our regularly scheduled school board meeting to allow for input from school board members, community members 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 and November 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 is currently being developed that will be administered electronically via our K12 Swift Alert communication system to remotely gather input as well. This survey will be distributed during December 2021 and January 2022.





## Safe Return to In-Person Instruction and Continuity of Services Plan

2. Provide an overview of how the public stakeholder input was considered in the development of the LEA's Safe Return to In-Person Instruction and Continuity of Services Plan?

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. Furthermore, many discussions focused on the need to support our students’ and staff social, emotional, mental health needs over the next few year. Therefore, the development of our Safe Return to In-Person Instruction and Continuity of Services Plan considered 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. For example, 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 and the input from stakeholders received in July, August and November of 2021 at our stakeholder input meetings were used to focus our attention and financial resources on keeping our schools open to best meet the learning needs of our student and socio-emotional needs of our students and staff and to 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.

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.

[http://p7cdn4static.sharpschool.com/UserFiles/Servers/Server\\_545804/File/Uinta%204%20Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan.pdf](http://p7cdn4static.sharpschool.com/UserFiles/Servers/Server_545804/File/Uinta%204%20Safe-Return-to-In-Person-Instruction-and-Continuity-of-Services-Plan.pdf)

ESSER III (ARP) requires that Uinta 4 update this Safe Return to In-Person Instruction and Continuity of Services Plan every six months. As required, this plan was updated on May 11, 2022.





## **Safe Return to In-Person Instruction and Continuity of Services Plan**

Public input was most recently sought during our regularly scheduled Board of Trustees meeting held on May 10, 2022 as an official agenda item under the Information/Discussion section of the Board agenda.