

Union City Public Schools

FY23 ARP/ESSER III Use of Funds Plan

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| District Name: | Union City Public Schools |
| Superintendent: | Dr. Becky Slothower |
| Phone Number: | 405.483.3531 |
| URL: | https://www.unioncity.k12.ok.us/ |

The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA's plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in order to continuously and safely open and operate schools for in-person learning;

The Union City Public Schools ARP-ESSER3 Consultation Committee has discussed possible ways the district can make the learning environment safe and healthy for students, teachers, and staff. With that in mind, and using the CDC's most current guidelines to inform the decisions, these are the uses Union City Public Schools proposes in this area in order to Prepare, Prevent, or Respond to COVID-19 and its impact:

Custodial Supplies for increased sanitizing and cleaning across the school district to respond to and prevent COVID-19.

In order to prevent and to respond to the effects of COVID-19 the district needs to hire Custodial Services through a third-party vendor to clean and sanitize the district's facilities. This service is critical to our efforts to ensure a safe and healthy campus. This service will allow us to continuously and safely open and operate schools for in-person learning.

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year;

20% of Union City Public Schools total ARP funds (\$378,509.24) will be \$75,701.85. These funds will be utilized to determine individual student and grade level learning gaps or loss due to COVID-19, and then to address such loss through research-based interventions and programs. As such, the following are recommendations from the Consultation Committee:

Intensive Summer School Program each June (Salaries and benefits for staff along with appropriate supplies and materials).

After School Tutoring Program throughout the school year (Salaries and benefits for staff along with appropriate supplies and materials).

Hiring a part-time Reading Intervention Specialist to provide enhanced reading intervention especially for students at the earliest grade levels. The Reading Specialist will use evidenced-based reading intervention strategies along with supplementary materials and software to aid in the evidenced-based reading intervention strategies. The states RSA specifications will guide our efforts to ensure students are making the progress necessary to meet and exceed state benchmarks.

Purchase of key instructional software to address the learning loss associated with COVID-19. More specifically we plan to purchase of Renaissance Place, Moby Max, and Edmentum as supplemental resources that will support all learning loss efforts within the classroom, virtually, and during summer school. Additional software may be purchased to complement the aforementioned packages as determined by the district.

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3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

Union City Public Schools plans to utilize ARP-ESSER III funds to Prepare, Prevent, and/ or Respond to the Covid 19 impact on our district. In order to maintain operations and continuity of the district in either direct preparation for, to prevent, or in response to Covid 19; or because of loss of revenue due in large part to the same, Union City Public Schools will utilize the various approved funding in the following manner:

No expenditures are planned in this area as the district's focus will be almost exclusively on learning loss during the final two years of the grant cycle.

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students

Union City Public Schools demographic breakdown is as follows:

Total Student Population – 297

Native American – 7 – 2.4% of total student population

Hispanic/Latino – 25 – 8.4 % of total student population

Special Education – 64 - 21.5% of total student population

Free/Reduced – 139 - 46.8% of total student population

Native American students will participate in the summer school and after school offerings to address their specific learning loss issues as available. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup during the regular school year. As with all other students, we will continue to use pull-out academic support in the areas of reading and math to further address the needs of this subgroup. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons.

Hispanic/Latino students will participate in the summer school and after school offerings to address their specific learning loss issues unique to that subgroup as available. All core subjects staff members receive professional development specific to the needs of these students providing those professionals with additional strategies to serve those students a manner that will best address their needs. Push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons.

Special Education students will participate in summer school and after school offerings to address their specific learning loss issues per their IEP's as available. Additional support for these students during the regular school year will involve this additional instructional time and specific strategies in keeping with IEP's. Special education teachers and paraprofessionals will be critical in supporting these students and their learning loss. These professionals will be actively involved in supporting the students in their additional instructional time. Regular education professional serving these students are working closes with the special education teachers to support all efforts to address the learning loss of special education students.

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Low-income students make up almost 50% of our student population as such everything that we do centers on serving these students. The summer school and after school offerings will be critical to address their specific learning loss issues. Continued push-in support from Language Arts teachers and paraprofessionals will also provide additional support for this subgroup in the critical area of reading. Pull-out instruction in both reading and math will be utilized, when necessary, based upon the individual needs of the student. In addition to the various levels of academic support, additional counseling services will be available to these students for mental, social, and emotional health reasons.

| Subgroup | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|--------------------------|--|--|--|--|
| Native American | All items listed in section #2 as well as the items listed in the above narrative. | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services |
| Low Income | All items listed in section #2 as well as the items listed in the above narrative. | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services |
| Special Education | All items listed in section #2 as well as the items listed in the above narrative. | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services |
| Hispanic/Latino | All items listed in section #2 as well as the items listed in the above narrative. | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services | All items listed in section #2 as well as district counseling services |