



Union Public Schools

American Rescue Plan (ESSER III)

COVID-19 and its variants have brought many challenges to Union Public Schools. We are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures.

Our Safe Return and Continuity of Services Plan (Return to Learn) created by the Re-Entry Task Force which represented parents, professional organizations, school board members, teachers, principals, support employees, nurses, athletic trainer and administrators provided the guidance and structure for our largely uninterrupted return to school last year. This plan has undergone several revisions, reviews and updates as data and guidance are received from federal, state, and local officials in order to protect our students and staff.

The plan was presented to the Union Public Schools Board of Education on July 13, 2020, and August 10, 2020. These meetings were posted on the website with a time on the agenda for public comment. On June 7, 2021, the plan was posted again on the website and social media sites seeking public input. On June 14, 2021, the Union Public Schools Board of Education approved the updated version, and it was posted to the website. On July 21, July 28, and August 11th, 2021, the Re-Entry Task Force was convened to update the plan for the 2021-2022 school year with the most recent data and guidance. The plan was presented to the Union Public Schools Board of Education on August 9, 2021. The meeting was posted on the website with a time on the agenda for public comment. On August 12, 2021, the Union Public Schools Board of Education approved the revised plan. The updated plan was then posted on the website and social media platforms. On December 13, 2021, the Union Public Schools Board of Education approved the revised plan. The updated plan was then posted on the website. On January 18, 2022, the plan was presented to the Union Public Schools Board of Education for review and revisions reflecting changes from the CDC. The Board approved revisions and current version was posted to the website. April 4th, the plan was updated and posted on the website for public comment. The updated plan was approved by the Board of Education on April 11th, 2022. The most recent version was approved by the Union Board of Education on August 14, 2023.

Union Public Schools 2023-2024 Safe Return and Continuity of Services Plan (Return to Learn) is available at [coronavirusplan.pdf](#) and attached to this document.

The Safe Return and Continuity of Services Plan and the American Rescue Plan (ESSER III) are posted on our website at www.unionps.org. The website provides translations in 12 languages, allowing a parent to request information in their language. Upon request we would provide an alternative format to make accessible to a parent with a disability.

Part 1: Prevention and Mitigation Strategies

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 person learning.



Through surveys and consultation with key stakeholder groups, the following strategies/items have been identified as stakeholder needs; all are necessary for Union Public Schools to continue to effectively serve our students in continuation of in-person learning. In addition, plans are made to Prepare and Respond to the pandemic lingering into the 2021-2022 school year and beyond. Devices (computer or iPad) will be provided to students; Wi-fi access will be provided to students in need of connectivity.

Union’s technology department will provide in-person and remote support to students and staff with devices and connectivity assistance. Through advanced analytics on a digital security camera system, a quick search will allow staff to identify anyone that may have come in contact with a COVID positive individual. This will allow schools to quickly isolate individuals and help Prevent the spread of COVID. If funding for a particular item has been identified as an expenditure in ESSER III stimulus funds, it is noted in the chart below:

Contracted Remote IT Support & Cleaning/Sanitizing	Provide remote service to students and staff and cleaning/sanitizing devices to Prevent the spread of COVID-19
iPads and accessories	Reduce the number of shared student devices to Prevent possible spread of COVID-19
Laptops and accessories	Reduce the number of shared student devices to Prevent possible spread of COVID-19 and for assessing students in Response to COVID-19
Virtual Meeting Software	Prevent the spread of COVID-19 by providing opportunities to meet virtually.
Digital Security Cameras	Monitor COVID exposure and social distancing to Prevent the spread of COVID-19
Student Wi-fi Access	Respond to the need for student connectivity due to COVID-19

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Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Through surveys and consultations with key stakeholder groups, the following strategies/items have been identified as needs for Union Public Schools to continue to effectively serve our students and meet their individual needs in response to COVID-19 and loss of instructional time. Funding for each strategy/item has been identified and budgeted amounts are included in the chart.

All students have access to high-quality instruction, intervention, and remediation supports. Students receiving additional instructional supports will be identified through state and district assessments, teacher referral, and parent request. The strategies and items listed below are available to all students. In addition, Union has ensured equitable access by providing devices, connectivity, translation services, and transportation.



Teachers will be provided with direct and electronic communication on the identified strategies/items available to address the needs of their students. Union has established policies and procedures for teachers to use to identify students in need of services. Key staff will support teachers in the implementation of the identified strategies/items.

Expenditure	Strategy/Item for Addressing Learning Loss
Edgenuity or Other Academic Software	Academic software or additional licenses used for students' learning.
EL Teachers, Coaches and Paraprofessionals	Provide intensive language development instruction to qualifying EL students and coaching support to teachers.

EL Summer Programming and Instructional Materials, Credit Recovery, Tutoring, and Afterschool Programming	Provide additional language learning supports, remediation, and credit recovery opportunities to qualifying EL students.
6th-12th grade Credit Recovery, Aspire Staff, Tutoring and Summer Programming	Provide additional academic supports, remediation, and credit recovery opportunities to qualifying students.
PK-5th grade Tutoring, Afterschool Programming, Summer Programming and Support for Community Schools	Provide additional academic supports, remediation, and enrichment opportunities to qualifying students.
PK, Kinder and New Student Assessments to Identify Learning Gaps	Provide teachers with data from early screenings in order to effectively plan to address learning loss due to COVID-19. These assessments align with the ongoing measures to assess student progress during the academic year.
SEL Learning Software	Respond to all students' social and emotional needs by using an all-in-one data platform to display key student information on a visual dashboard. The all-in-one platform will support strategic interpretation of data in order to take steps to improve student social and emotional learning outcomes.
LTRS Training and Materials based on the Science of Reading	Provide teachers with training and materials for evidence-based instruction that provides knowledge based on research to meet the individual needs of students.
Core Subject Academic and Supplemental Materials	Provide necessary materials for remediation and interventions to address student needs.

Contracted Services	Provide students tutorial assistance to meet their individual learning needs.
Contracted Services	Provide students counseling and other needed SEL services to meet their individual needs.
Materials for SEL Support and SEL Training	Provide necessary materials and training to address student needs.
Provide College and Career Services	Provide College and Career services to students to meet their individual needs.
Teacher Stipends for Credit Recovery	Provide an additional period per day for credit recovery students.
Comprehensive Community Schools Services	Provide students with out of school time programming to engage students and meet their needs.
Computer Learning Labs	Provide fully functional labs for credit recovery and to address student learning loss.
Learning Intervention Technician	Provide support to dysregulated students.
Certified Counselors	Provide SEL support and services to students.
Certified Teachers for Credit Recovery and Learning Loss	Provide support to students in need of Credit Recovery and Learning Loss.
Paraprofessionals for Intervention and Instructional Support	Provide instructional support to students under the direct supervision of a certified teacher.
Contracted Services/Fees for Certified Teachers	Provide certified teaching staff to Respond to teacher shortage.

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Part 3: Other ARP ESSER III Expenditures

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

Through surveys and consultations with key stakeholder groups, the following strategies/items have been identified as needs for Union Public Schools. These strategies/items allow Union Public Schools to continue to effectively serve students, meet their individual needs, and Prepare, Prevent, or Respond to the effects of COVID-19.



Expenditure	Allowable Use
Transportation for summer programming and tutoring	(A) Authorized by Elementary and Secondary Education Act of 1965.
Stipend paid to staff in eligible certified positions for having or acquiring ESL certification	(F) Address the unique needs of English Learners
Evidence Based Professional Development and staff to manage, implement and achieve PD goals	(A) Authorized by Elementary and Secondary Education Act of 1965
Counselors and College & Career Specialists to maintain the counselor to student ratio for meeting the needs of students	(A) Authorized by Elementary and Secondary Education Act of 1965
EL staff to maintain and provide integral services to students	(F) Address the unique needs of English Learners
SEL staff to provide services to students and staff	(A) Authorized by Elementary and Secondary Education Act of 1965
Contracted services and provisional psychologist to increase school support district-wide	(B) Authorized by the Individuals with Disabilities Education Act
Professional Development for SPED staff and Early Intervening Staff	2(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, homeless and foster care
Recruitment stipend for quality certified SPED staff including nurses in Response to the shortage caused by the COVID-19 pandemic	(A) Authorized by Elementary and Secondary Education Act of 1965.

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed



How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1)[20% set-aside] of the ARP Act, will respond to the academic, social, emotional, and mental health needs of all 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 is a diverse school district with 71% of students deemed Economically Disadvantaged, 26% identified as English Learners, and a majority of students identified as persons of color. Therefore, the needs of students, including the most vulnerable, are addressed by offering services according to individual student need. The processes identified to support student academic, social/emotional, and mental health needs, along with the associated timeline, are described in the chart below.

Student Group	Needs Assessment and Ongoing Assessments	Academic Needs	Social/ Emotional & Mental Health Needs	Timeline
All Students	<p>OU School Capacity Surveys</p> <p>Oklahoma State Testing Program (OSTP)</p> <p>Reading, math, and early literacy screener</p> <p>District Criterion Reference Test (CRTs)</p> <p>Common On-going formative assessments</p>	<p>Provide high quality Tier 1 Instruction:</p> <ul style="list-style-type: none"> Increasing professional development opportunities for teachers across the district <p>Provide Tier 2 structures and supports that target specific learning needs of students:</p> <ul style="list-style-type: none"> Provide teachers access to a bank of evidence-based interventions Increase access to computer-based interventions that target specific skill learning loss 	<p>Develop a dashboard to support identification of SEL supports and student needs:</p> <ul style="list-style-type: none"> Specific interventions Data analysis Individualize plans for students <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p> <p>Offer mental health support to students in grades 7-12 as needed through the Reach Program.</p>	August 2021-September 2024

		<p>Opportunities for students to participate in summer learning programming.</p> <p>Opportunities for students to receive quality tutoring before, during, and after-school.</p> <p>Provide all students with appropriate technology for in-school and out-of-school learning.</p> <p>Provide all instructional staff with appropriate technology to support in-school and out-of-school learning.</p>		
Students from low-income families	<p>OU School Capacity Surveys</p> <p>Oklahoma State Testing Program (OSTP)</p> <p>Reading, math, and early literacy screener</p> <p>District Criterion Reference Test (CRTs)</p> <p>Common On-going formative assessments</p> <p>Title 1 Comprehensive Needs Assessment</p>	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Opportunities for students to participate in summer learning programming.</p> <p>Opportunities for students to receive tutoring before, during, and after-school.</p>	<p>Assess food security and provide added nutrition as needed.</p> <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p> <p>Engage families in the school's programs of academics and activities.</p>	August 2021-September 2024
Student Group	Needs Assessment and Ongoing Assessments	Academic Needs	Social/ Emotional & Mental Health Needs	Timeline
Students of Color	<p>OU School Capacity Surveys</p> <p>Oklahoma State Testing Program (OSTP)</p>	<p>Provide high quality Tier 1 Instruction:</p> <ul style="list-style-type: none"> Increasing professional development opportunities for teachers across the district. 	<p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities to highlight and celebrate the diversity of</p>	August 2021-September 2024

	<p>Reading, math, and early literacy screener</p> <p>District Criterion Reference Test (CRTs)</p> <p>Common On-going formative assessments</p>	<p>Provide Tier 2 structures and supports that target specific learning needs of students:</p> <ul style="list-style-type: none"> • Provide teachers access to a bank of evidence-based interventions. • Increase access to computer-based interventions that target specific skill learning loss. <p>Opportunities for students to participate in Summer Learning programs designed to target learning deficits.</p> <p>Opportunities for students to receive quality tutoring before, during, and after-school.</p> <p>Provide all students with appropriate technology for in-school and out-of-school learning.</p> <p>Provide all instructional staff with appropriate technology to support in-school and out-of-school learning.</p>	<p>Union’s student population.</p> <p>Developing a dashboard to support identification of SEL supports and student needs:</p> <ul style="list-style-type: none"> • Specific interventions • Data analysis • Individualize plans for students. <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p> <p>Offer mental health support to students in grades 7-12 as needed through the Reach Program.</p>	
English Learners	<p>ACCESS Testing</p> <p>OU School Capacity Surveys</p> <p>Oklahoma State Testing Program (OSTP)</p> <p>Reading, math, and early literacy screener</p> <p>District Criterion Reference Test (CRTs)</p> <p>Common On-going formative assessments</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 instructional supports for remediation and intervention.</p> <p>Provide Tier 3 instructional supports for targeted, evidence-based interventions.</p> <p>Summer and After-School programming designed for ELs.</p> <p>Opportunities for students to receive individualized computer-based instruction that supports English language development.</p>	<p>Engage families in school academic and co-curricular programming.</p> <p>Provide translation services for school communications and documents through apps, translators, and online services.</p> <p>Establish opportunities to highlight and celebrate the diversity of Union’s student population.</p> <p>Provide community classes for parents and extended family.</p>	<p>August 2021-September 2024</p>

Student Group	Needs Assessment and Ongoing Assessments	Academic Needs	Social/ Emotional & Mental Health Needs	Timeline
Students with Disabilities	<p>Analyses of services</p> <p>Teacher and Parent Surveys</p> <p>ACCESS Testing</p> <p>OU School Capacity Surveys</p> <p>Oklahoma State Testing Program (OSTP)</p> <p>Reading, math, and early literacy screener</p> <p>District Criterion Reference Test (CRTs)</p> <p>Common On-going formative assessments</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 instructional supports for remediation and intervention.</p> <p>Provide Tier 3 instructional supports for targeted, evidence-based interventions.</p> <p>Provide adaptive technology for academic, behavioral, and language supports for students.</p> <p>Increase partnerships to support the identification, evaluation, and interventions for students.</p> <p>Opportunities for students to participate in Summer Learning programs designed to target learning deficits.</p> <p>Opportunities for students to receive quality tutoring before, during, and after-school.</p> <p>Provide all students with appropriate technology for in-school and out-of-school learning.</p> <p>Provide all instructional staff with appropriate technology to support in-school and out-of-school learning.</p>	<p>Engage families in school academic and co-curricular programming.</p> <p>Establish opportunities to highlight and celebrate the diversity of Union’s student population.</p> <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p>	August 2021-September 2024
Students Experiencing Homelessness	Interview/Identify families at enrollment center.	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 instructional supports for</p>	Assess barriers to participation in clubs, activities, and organizations.	August 2021-September 2024

	<p>Analyses of qualified students for McKinney Vento Act.</p> <p>Homeless Liaisons work with all sites to identify and support homeless students and unaccompanied youth.</p>	<p>remediation and intervention.</p> <p>Provide Tier 3 instructional supports for targeted, evidence-based interventions.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Provide transportation as needed.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in school academic and co-curricular programming.</p> <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p>	
Children in Foster Care	<p>Interview/Identify families at enrollment center</p> <p>Foster Care Liaison works with all sites to identify needs</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 instructional supports for remediation and intervention.</p> <p>Provide Tier 3 instructional supports for targeted, evidence-based interventions.</p>	<p>Engage families and significant adults in school academic and co-curricular programming.</p> <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p>	August 2021-September 2024
Migratory Students <i>Not Applicable as of 7-30-21</i> <i>Not applicable as of 8-21-23</i>	Enrollment information analysis	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier 1, 2, and 3 Instruction as needed.</p>	<p>Engage families and significant adults in school academic and co-curricular programming.</p> <p>Provide additional opportunities for students to participate in afterschool enrichment programming.</p>	August 2021-September 2024

We are requesting your feedback on the continued development of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of our three-year plan. Thank you for sharing your perspective and engaging with us on this important topic.

Click [here](#) to provide your input.