

# ARP Implementation Plan

## *Fremont County School District #2*

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: Fremont #2 will focus a significant amount of our funds towards student intervention and learning loss. We will look to hire some additional staff to help us with intervention systems in the district as well as after school/summer school programming to address learning loss. This includes, but is not limited to: after school and virtual tutoring, hiring an academic intervention specialist, additional student contact days. We will use research-based practices to ensure intervention, extension and enrichment opportunities for all students.	\$615,000
Specific Evidence-Based Interventions (eg., curriculum, assessments): We are looking at using various individual assessments to identify specific student needs regardless of their level of ability/disability. Based on those assessments we will target interventions, extensions and enrichment programs. We intend to use various curriculum platforms for the delivery of instructional standards.	\$175,500
Opportunities for Extended Learning (eg., summer school, afterschool): Our goal is to establish after school (in-person and virtual) tutor and support programs. In addition, we would like to establish opportunities for greater access to summer school programs targeted not only on learning gaps, but extension and enrichment opportunities. The district will evaluate barriers such as transportation and food service to determine what actions are needed. We will also use student performance scores on local assessment measures as well as WYTOPP scores to determine the effectiveness of our interventions.	\$180,000

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Equipment and/or Supplies: We will be evaluating and purchasing various instructional materials and resources. This could include instructional curriculum, classroom libraries, lab equipment and supplies and software that can be used for credit recovery.	\$70,000
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$1,040,000

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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: Fremont #2 will focus significant resources on measures that will positively impact our students. We intend to be responsive as data and research changes to ensure the best use of funds. Our goal will be to target student academic growth, supporting student/staff mental health needs and improvements in our operating systems.	
Academic Supports: Expenditures will align to technology, educational programming, social/emotional physical plant and human resource needs.	\$150,000
Educator Professional Development: We will target professional development on educational instruction needs as well as social/emotional needs of students and staff.	\$20,000
Strategies to Address Workforce Challenges: We will consider compensation for increased workloads for staff due to COVID-19 protocols and procedures.	\$203,500
Other Priorities Not Outlined Above	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$373,500</b>

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	Funds will be directed to student academic needs as well as secondary needs such as building environmental needs, technology, and safety.	Based on input from stakeholders, the district will be investing significant funds on supporting social/emotional needs of students and staff. This will be balanced between professional development and supports.
Students from low-income families	As we look at some of our interventions we will identify and develop solutions to barriers that may positively impact low-income families.	Our SEL programs (monitoring, resources, staffing) will be responsive to student needs.
Students of color	As we look at some of our interventions we will identify and	Our SEL programs (monitoring, resources, staffing) will be responsive to student needs.

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	develop solutions to barriers that may impact students of color.	
English learners	As we look at some of our interventions we will identify and develop solutions to barriers that may impact English language learners.	Our SEL programs (monitoring, resources, staffing) will be responsive to student needs.
Students with disabilities	Our Tier II and Tier III intervention programs and supports will be positioned to support student needs.	Our SEL programs (monitoring, resources, staffing) will be responsive to student needs
Students experiencing homelessness		
Children in foster care		
Migratory students		

\* 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).

<b>Narrative:</b>	<b>Budget:</b>
Overview: Fremont #2 will continue to base our decisions and mitigation strategies on the most current guidance from the Wyoming Department of Health and the CDC. Our goal is and will continue to be to work to prevent the spread of COVID-19.	
Equipment or Supplies: We have targeted additional cleaning supplies and equipment as well as PPE and testing supplies.	\$10,000
Additional FTE	
Other Priorities Not Out-lined Above	
<b>Total Approximate Budget for Mitigation Strategies</b>	<b>\$10,000</b>

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.

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<b>Narrative:</b> We have three projects that we are targeting for improvement.	<b>Budget:</b>
Project #1: The first is the relatively minor renovation of our commons-lunchroom area to allow for expanded capacity and distance for students eating lunch and breakfast. This involves the removal of a wall separating a teacher workroom and the commons area. Once the wall is removed, collapsible dividers will be installed to provide flexibility in use.	\$50,000
Project #2: The district will look to renovate HVAC units.	\$156,000
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$206,000</b>

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: Fremont #2 as a small, rural district, is uniquely poised to know who students and families are and the needs that they may have. As professionals, we know who those students are that missed significant time during the year. We have a relatively stable enrollment and a staff committed to building relationships with students. We continuously work to identify student needs and work to provide interventions to support those needs.

Missed Most In-Person: We provide Tier II and Tier III interventions and supports which include screeners, educational supplies and materials as well as technology supports.

Did Not Participate in Remote Instruction: We provide Tier II and Tier III interventions and supports which include screeners, educational supplies and materials as well as technology supports.

At Risk for Dropping Out: We provide Tier II and Tier III interventions and supports which include screeners, educational supplies and materials as well as technology supports. In addition, we have worked to build a credit recovery program and flexible scheduling opportunities for students at risk of dropping out.

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## 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.

Fremont #2 has been very intentional in our efforts to engage stakeholders. Administration met with student body leaders during one of their student council meetings. We have met multiple times with our teacher PLC's to solicit feedback not only on ideas that the district could consider but also feedback on some of the items being considered. We have found that surveying parents was the most effective means to get parental participation and feedback. As such, a survey was sent out to our families on December 16th, 2021 where parents and community members could provide their input. The district leadership team has reviewed the plans and directives and submitted input. Finally, our board of education has discussed and been offered the opportunity to offer input on the plans.

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

In almost every instance, the input provided, regardless of who it came from, was considered for the district's plan. In very few instances, those suggestions not considered were so only because the suggestions did not meet the allowable list of potential expenditures. Fremont #2 believes that if we ask for input and do nothing with it, we undermine our trust and confidence within the larger school community.

## 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.

District level administrators and directors will be continuously monitoring the allocations and reporting requirements. We have been and will continue to report to the Fremont County School District #2 Board of Trustees. Our district will ensure that updates and modifications to our plan will be posted to the district's website and where appropriate, directly communicate with district stakeholders.

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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.

