



# ARP Implementation Plan

## District: Laramie 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

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:
<p>Overview</p> <ul style="list-style-type: none"> <li>● <u>Partnership with Boys and Girls Club of Cheyenne:</u> <ul style="list-style-type: none"> <li>○ <u>After School Program/Friday Full Day Session:</u> Burns and Pine Bluffs Elementary School. Everyday after school plus a full day experience on Fridays. Students will attend the 8-10 classroom time on campus with district staff as guided by the current district calendar, and then the rest of the day under the direction of the Boys and Girls Club of Cheyenne.</li> </ul> </li> <li>● <u>Learning Incentive Mini Grants:</u> Recognizing and celebrating students by providing incentives for identified gains in learning. Each campus will apply to the district for their set aside amount.</li> <li>● <u>Universal Screener:</u> District wide screening and intervention diagnostic.</li> <li>● <u>Elementary Interventionist:</u> The district is currently (re)designing the Multi-Tiered Systems of Support (MTSS) for academics. As part of this process, we have discovered that our students are needing more support in skill instruction and practice. The interventionist positions will be responsible for facilitating the district MTSS process across the campus(es) they serve. These interventionists will also be working directly with students to provide specific interventions on skill deficits.</li> <li>● <u>High School ESL/MTSS Support Interventionist:</u> The district is currently</li> </ul>	

(re)designing the Multi-Tiered Systems of Support (MTSS) for academics. As part of this process, we have discovered that our students are needing more support in skill instruction and practice. The interventionist positions will be responsible for facilitating the district MTSS process across the campus(es) they serve. These interventionists will also be working directly with students to provide specific interventions on skill deficits.	
Specific Evidence-Based Interventions (eg., curriculum, assessments)	
Opportunities for Extended Learning (eg., summer school, afterschool) <ul style="list-style-type: none"> <li>● Partnership w/Boys and Girls Club of Cheyenne             <ul style="list-style-type: none"> <li>○ After School/Friday Full Day Support for students</li> </ul> </li> </ul>	<b>160,600</b>
Equipment and/or Supplies <ul style="list-style-type: none"> <li>● Universal Screener             <ul style="list-style-type: none"> <li>○ Program (3 years)</li> <li>○ Professional Development</li> </ul> </li> <li>● Learning Incentives Mini Grants             <ul style="list-style-type: none"> <li>○ 22/23</li> <li>○ 23/24</li> </ul> </li> </ul>	<b>\$22,800</b> <b>\$8,000</b> <b>\$65,700</b> <b>\$65,700</b>
Other Priorities Not Outlined Above <ul style="list-style-type: none"> <li>● 22/23             <ul style="list-style-type: none"> <li>○ Elementary Interventionist (2 FTE)</li> <li>○ High School ELL/MTSS Support Interventionist (2 FTE)</li> </ul> </li> <li>● 23/24             <ul style="list-style-type: none"> <li>○ Elementary Interventionist (2 FTE)</li> <li>○ High School ELL/MTSS Support Interventionist (2 FTE)</li> </ul> </li> </ul>	<b>\$200,000</b> <b>\$200,000</b> <b>\$200,000</b> <b>\$200,000</b>
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$1,122,800</b>

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).

<b>Narrative:</b>	<b>Budget:</b>
<p>Overview</p> <ul style="list-style-type: none"> <li>● <u>Enrichment Mini-Grants</u>: Campus specific sustainable design for students and staff to enrich curriculum through afterschool and Friday experiences. Each campus will apply to the district for their set aside amount.</li> <li>● <u>Student Wellness Study Centers</u>: (re)design of current spaces to provide study centers for students that could include technology, furniture, and exercise equipment</li> <li>● <u>Class Size Reduction</u>: Continuation of intervention started with ESSER II funding.</li> <li>● <u>Class Size Reduction</u>: Continuation of intervention started with ESSER II funding.</li> <li>● <u>Workforce Retention Payment</u>: Paid to all staff following a completed semester, (1% for contracted and 260 day classified, \$300 for all other employees per installment) to support staff staying with Laramie 2 and address the impact of inflation felt in our communities.</li> </ul> <p><i>Any staff member who is not in good standing with the district and/or is placed on a formal written plan of improvement will not be available for the Workforce Retention Payment for the semester(s) they are on such a plan or standing.</i></p> <ul style="list-style-type: none"> <li>● <u>Additional School Nurse</u>: Continuation of intervention started with ESSER II funding.</li> </ul>	
<p>Academic Supports</p> <ul style="list-style-type: none"> <li>● Enrichment Mini-Grants <ul style="list-style-type: none"> <li>○ 22/23</li> <li>○ 23/24</li> </ul> </li> <li>● Student Wellness Study Centers (HS)</li> <li>● Class Size Reduction (PBES Teacher .53 FTE) <ul style="list-style-type: none"> <li>○ 23/24</li> </ul> </li> <li>● Class Size Reduction (PBES Para 1 FTE) <ul style="list-style-type: none"> <li>○ 23/24</li> </ul> </li> </ul>	<p><b>\$119,338</b></p> <p><b>\$119,338</b></p> <p><b>\$199,500</b></p> <p><b>\$56,567</b></p> <p><b>\$35,335</b></p>
<p>Educator Professional Development</p>	
<p>Strategies to Address Workforce Challenges</p> <ul style="list-style-type: none"> <li>● Workforce Retention Payment <ul style="list-style-type: none"> <li>○ 21/22 (Fall Semester 21 paid 2/22)</li> <li>○ 22/23 (Spring Semester 22 paid 9/22 &amp; Fall Semester 22 paid 2/23)</li> <li>○ 23/24 (Spring Semester 23 paid 9/23 &amp; Fall Semester 23 paid 2/24)</li> <li>○ 23/24 (Spring Semester 24 paid 9/24)</li> </ul> </li> </ul>	<p><b>\$91,185</b></p> <p><b>\$222,649</b></p> <p><b>\$233,397</b></p> <p><b>\$116,698</b></p>
<p>Other Priorities Not Outlined Above</p> <ul style="list-style-type: none"> <li>● Additional School Nurse (1 FTE) <ul style="list-style-type: none"> <li>○ 23/24</li> </ul> </li> </ul>	<p><b>\$71,416</b></p>
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p><b>\$1,265,423</b></p>

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	<p>Class Size Reduction - Reduced class size provides more access for students and teachers to build relationships and provide specific instructional needs. This also helps with building supports for students and all aspects of their health.</p> <p>Additional Nurse - By expanding our nursing staff during the course of this pandemic, we are able to provide more support and information to students and families. Our nurses are able to build relationships and can often gain insight to issues and concerns as a result of these positions. Expanding the number of nurses also helps us to keep more of the same highly qualified staff in the same building and for student and staff convenience and need.</p> <p>High School ESL Support Interventionist - This position will provide additional staff to provide specific support to students who are learning English as part of their school and life experience. We believe that these staff members will help students and fellow staff find the best interventions to interact with students in all aspects of school life. The continued need to have consistent communication between staff, students, and their families is a foundational component of these positions.</p>	
Students from low-income families		
Students of color		
English learners		
Students with disabilities	<p>Laramie County School District #2 staff work to maintain a line and communication and build relationships with students and staff. We believe that with our smaller school sizes, we have the access to address the needs of all students as situations arise. Our district does not have a large amount of students in these identified areas. However, we continue to monitor our student and staff populations and make adjustments to best meet the needs of students.</p>	
Students experiencing homelessness		
Children in foster care		
Migratory students	<p>Establishing a long term relationship with the Boys and Girls Club to provide extended services and support to students beyond the school day is crucial to our student's continued success. The Boys and Girls Club of Cheyenne have developed programming and relationships to help students be successful regardless of background or current life experiences.</p> <p>Working to build our staff through professional development and retain staff also helps our students in families by keeping them in touch with up to date, familiar faces throughout the school years.</p>	

\* 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>
<b>Overview</b> <ul style="list-style-type: none"> <li>● Digital Registration - Removes the current practice of papers coming back and forth between the school and home. This also allows parents to continue to update student information for contact.</li> <li>● Indoor Track - Continuation from previous ESSER allocations for reducing travel and cross cohort contamination of district indoor track participants.</li> </ul>	
<b>Equipment or Supplies</b> <ul style="list-style-type: none"> <li>● Digital Registration</li> </ul>	<b>\$27,000</b>
<b>Additional FTE</b> <ul style="list-style-type: none"> <li>● Indoor Track Coach and Assistant Coach               <ul style="list-style-type: none"> <li>○ 23/24</li> </ul> </li> </ul>	<b>\$13,300</b>
Other Priorities Not Outlined Above	
<b>Total Approximate Budget for Mitigation Strategies</b>	<b>\$40,300</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.

<b>Narrative:</b>	<b>Budget:</b>
<b>Project #1</b> Overage for touchless fixtures initiative	<b>\$26,590</b>
<b>Project #2</b>	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$26,590</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.

Missed Most In-Person Did Not Participate in Remote Instruction At Risk for Dropping Out	Laramie County School District #2 staff work to maintain a line and communication and build relationships with students and staff. We believe that with our smaller school sizes and communication, we have the access to address the needs of all students as situations arise. Our district does not have a large amount of students in these identified areas. However, we continue to monitor our student and staff populations for needs and make adjustments to best meet the needs of students.
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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.

Teachers and administrators began expressing their ideas for the ARP ESSER funds through specific meetings and polls to solicit and gather information. This poll was also provided directly to parents during the fall of 2021 to gather information. The administration team, as well as Board of Trustee members, were available to the public as another avenue to gather information from the public.

The input from meetings and the stakeholder poll was evaluated based on the guidelines of the funding and the current needs of the students. Priority was given to the 20% set aside for learning loss. The administrative team collaborated to build a projected use of the funds. Local WEA leadership also provided input as part of the plan development.

This proposal was an item of discussion during the Board of Trustees Committee of the Whole meeting on December 8, 2021. An additional review of the plan happened during the January 2022 regularly scheduled Board of Trustees meeting.

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

At the beginning of the process, all stakeholders were asked to fill out a Google Form to provide insight on their thoughts, ideas, and concerns. This information was compiled and compared against the parameters of the grant by members of the administrative team. At the same time, the building principals were asked to gather ideas from their staff members. Those ideas were presented during a Zoom meeting for the rest of the administrative team to field. Again, these ideas were held to the standards of the grant for viability. A meeting with the leadership for the local chapter for the Wyoming Education Association was also held.

The Superintendent, along with the Business Manager, Curriculum Director, and the Director of Special Services began the process of shaping different projects and needs based on the ideas presented. This provided an opportunity to come up with cost estimates. Using the template provided by the Wyoming Department of Education, the information and plan began to take form. The Board of Trustees for Laramie County School District #2 were provided access to the draft Implementation Plan, as well as the district administrators for continued thoughts and refinement.

Another way stakeholder input is being considered is through a site based mini-grant application process that was developed. In this process, each campus in the district developed specific ways they would put different set-aside amounts within the implementation plan to provide support to their students. Part of the application process included answering questions within the Implementation Plan template.

### **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.

The district will maintain its current practices for monitoring and collecting data, as they have aided and supported the needs of prior grant and ESSR funding requirements. The district office staff continues to be aware and provide data as needed to support these funding opportunities. Building level principals will also collect data and monitor implementation as required and/or needed as guidance is clarified.

In coordination with recent Wyoming Department of Education requirements, the district is also in the process of aligning a policy specific to documenting time and effort for federal grants. This policy will reflect and formalize the current practices used by the district office for reporting and monitoring.

*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.*