

## Part 1: ARP Implementation Plan Template

### District: Sweetwater County School District #1

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:
Overview: In order to ensure success for all students in a post-pandemic plan, the ARP ESSER funding will support the students of Sweetwater #1 School District by focusing on reading and math intervention, English Learner student learning, secondary student support, early interventions, and supporting the Sweetwater #1 Virtual School needs.	\$7,368,000.00

<p>Specific Evidence-Based Interventions (e.g., curriculum, assessments)</p> <p>The district will hire 12 additional interventionists at the schools with the largest number of at-risk students, who will provide high-quality instruction and intervention to increase student achievement and decrease our drop-out rate. Estimated budget: \$2,233,600.00 over FY 23 and FY 24.</p> <p>When looking at student success with our English Learner (EL) population, we need to hire an additional 8 EL teachers. These staff members will provide instructional services and interventions to support student achievement in order to make progress and the ability to access content standards. EL Teachers will also support our EL students by providing advocacy, relationships, and building connections within the educational setting and community. Estimated budget: \$1,786,000.00 over FY 23 and FY 24.</p> <p>A full-time translator is needed to support students at RSHS. This translator can help build community relationships with families while streamlining communication between the district, building staff, students, and our families. A translator can also bridge the gap between families by providing information and clarifying any questions they may have regarding instructional practices, services, and district policies and procedures. District translators can also provide family engagement activities to sustain and promote healthy relationships. Estimated budget: \$279,000 over FY 22, FY 23, and FY 24.</p> <p>Rock Springs High School data shows that 4 Graduation Coaches are needed to support academic goals, as well as family advocacy and community involvement. Coaches can support post-graduation goals and job skills training for students while intervening and tracking student progress and academic achievement. Graduation Coaches can also build relationships with individual students to ensure student success and educational outcomes are obtained. Estimated budget: \$900,000 over FY 23 and FY 24.</p> <p>Three teaching staff are needed as we build and develop an early intervention preschool program infrastructure that would enable the delivery of high-quality instruction and services to preschool children, ages 3-5. Estimated budget: \$670,000.00 over FY 23 and FY 24.</p> <p>To support our continuation of the Sweetwater K-12 Virtual School, we will continue to provide a virtual learning opportunity for the students and families of our community. These students are able to access high-quality instruction and a variety of courses to pursue post-secondary outcomes. These students may require one-on-one instruction or an alternate learning environment to meet their individual academic, social-emotional, or behavioral needs. Estimated budget: \$1,300,000.00 over FY 24.</p>	<p>\$7,368,000.00</p>
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Mini-grants will be made available to sites to provide classroom and building specific interventions, as needed, to address all students including students, students from low-income families, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students. Estimated budget: \$200,000.00.	
Opportunities for Extended Learning (e.g., summer school, after school) The District will support Friday School, summer academies for students, and after-school programs through other state, district, and local funding sources. These funding sources include BOCES, district Extended Day, 21st Century, Title I, and the ESSER II SEA Reserve Funds Extended Learning Grant.	0
Equipment and/or Supplies The District will support equipment and supplies through the Mini-Grant process and other funding sources. The District will support Friday School, summer academies for students, and after-school programs through other state, district, and local funding sources including district general funds, 21st Century, Title I, Title I-D, Title III, Title IV, McKinney Vento, and CLSD Mini-grant.	0
Other Priorities Not Outlined Above: NA	0
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$7,368,000.00

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>
Overview The remaining use of ARP ESSER funds will be used to address the needs from the coronavirus pandemic and the wide range of activities needed to support staff, students, and families. The Implementation Plan has been developed with strategies to continue following public health and safety protocols in line with guidance from the Centers for Disease Control and Prevention on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff. In addition, all other ARP ESSER funds will be in compliance with the 16 allowable uses.	\$6,837,338.79

<p>Academic Supports</p> <p>Computer Science courses will be implemented to support the state requirements of computer standards. These will be included in a new and emerging pathway of study in Perkins. It will provide opportunities for students to earn certifications, job shadow, and offer opportunities to work virtually from home. Two teachers, supplies and hardware, software, and certifications are to be funded. The estimated budget is \$970,000.00.</p>	\$970,000.00
<p>Educator Professional Development</p> <p>Educator Professional Development will be built into other funding sources, such as Title I, II, III, 6-B-619, District, CLSD Mini-Grant, CLSD Grant (pending grant award), Digital Learning &amp; Virtual Education grants.</p>	0
<p>Strategies to Address Workforce Challenges</p> <p>Full-Time Substitutes for Continuity of Services, COVID cleaning staff as well cleaning supplies will be provided to all sites. Due to county health concerns, the cost of vaccines for those staff members opting to receive one will be funded. Substitutes to cover employees affected by COVID and quarantining. Nurse and substitute nurses will also be hired to assist individual buildings, students, and staff. Workforce stabilization will provide consistent retention of staff and continuity of services. Estimated budget \$3,955,385.18</p>	\$3,955,385.18
<p>Other Priorities Not Outlined Above</p> <p>Four Counselors will be hired to support mental health efforts and concerns. An Employee Assistance Program will be provided for staff needing assistance. Nutrition services equipment will be purchased to continue to provide continuity with the health and safety measures as defined in the Safe Return to In-Person Instruction and Continuity of Services Plan.</p> <p>Estimated Budget \$1018,400.00 In,-Direct Costs: \$ 893,553.61</p>	\$1,911,953.16
Total Approximate Budget for Investments in Other Allowed Activities	\$6,837,338.79

- 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.

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
All Students	Teachers will provide high-quality standards-based instruction for all students. Data teams and grade level Professional Learning Communities will periodically review student data including district and state assessments, observations, and progress towards the grade level standards.	SWIS data, PowerSchool data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the Achievement Monitoring Team. Positive Behavior Supports will be utilized throughout district, school buildings, and individual classrooms to reinforce positive behavior.
Students from low-income families	Teachers will provide high quality standards based instruction for all students. Data teams and grade level Professional Learning Communities will periodically review student data including district and state assessments, observations, and progress towards the grade level standards.	SWIS data, PowerSchool data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the Achievement Monitoring Team. Positive Behavior Supports will be utilized throughout district, school buildings, and individual classrooms to reinforce positive behavior.
Students of color	Teachers will provide high quality standards based instruction for all students. Data teams and grade level Professional Learning Communities will periodically review student data including district and state assessments, observations, and progress towards the grade level standards.	SWIS data, PowerSchool data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the Achievement Monitoring Team. Positive Behavior Supports will be utilized throughout district, school buildings, and individual classrooms to reinforce positive behavior.
English learners	Teachers will provide high quality standards based instruction for all students, as well as language acquisition skills and WIDA Standards. English learner students receive Individual Learning Plans (ILPs) to meet academic needs.	Teachers will provide high quality standards based instruction for all students. English learner students receive Individual Learning Plans (ILPs) to meet academic needs.

Students with disabilities	IEP teams will convene to discuss the progress of students identified under IDEA with a disability. These teams will determine accommodations, services, and supports needed to assist the individual student throughout the educational environment. IEP teams will progress monitor individual students academic, behavioral, social/emotional, and related service goals to determine progress or lack thereof. Teams will reconvene if a student is not progressing towards individual goals and grade-level standards by adding additional supports and services and develop a plan that promotes student achievement.	IEP teams will convene to discuss the progress of students identified under IDEA with a disability. These teams will determine accommodations and supports needed to assist the individual student throughout the educational environment. IEP teams will progress monitor individual students academic, behavioral, social/emotional, and related service goals to determine progress or lack thereof. Teams will reconvene if a student is not progressing towards individual goals and grade-level standards by adding additional supports and services and develop a plan that promotes student achievement.
Students experiencing homelessness	Teachers will provide high-quality standards-based instruction for all students. Data teams and grade level Professional Learning Communities will periodically review student data including district and state assessments, observations, and progress towards the grade-level standards.	SWIS data, PowerSchool data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the Achievement Monitoring Team. Positive Behavior Supports will be utilized throughout the district, school buildings, and individual classrooms to reinforce positive behavior.
Children in foster care	Teachers will provide high-quality standards-based instruction for all students. Data teams and grade level Professional Learning Communities will periodically review student data including district and state assessments, observations, and progress towards the grade-level standards.	SWIS data, PowerSchool data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the Achievement Monitoring Team. Positive Behavior Supports will be utilized throughout the district, school buildings and individual classrooms to reinforce positive behavior.

Migratory students	Teachers will provide high quality standards-based instruction for all students. If these students are enrolled within the district during the implementation of the grant, a multi-tiered system of support will be utilized to assist these students.	Teachers will provide high quality standards-based instruction for all students. If these students are enrolled within the district during the implementation of the grant, a multi-tiered system of support will be utilized to assist these students.
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\* 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>
<p>Overview:</p> <p>Funds will be used to purchase COVID cleaning staff and cleaning supplies. Sweetwater County School District Number One is working to ensure that all stakeholders are safe while promoting safe procedures within the district. SCSD#1 follows health orders directed by the state of Wyoming. Mitigation strategies implemented by SCSD#1 include: 1) Physical distancing such as seating charts and cohort groups to be used in combination with isolation and quarantine. 2) Handwashing and respiratory etiquette by promoting handwashing practices within distinct facilities by purchasing hand soap and towels for students and staff. 3) Cleaning and maintaining healthy facilities to include improving ventilation systems within all buildings. 4) Enhance sanitization within facilities including custodial staff, cleaning and sanitation protocols, and using products to eliminate the COVID-19 symptoms.</p>	\$460,415.18
<p>Equipment or Supplies</p> <p>COVID Safety Supplies will include masks, gloves, face shields, wipes, hand sanitizer, fogger supplies, electrostatic sprayers, filters to provide for maximum health and safety measures.</p>	\$100,415.18
<p>Additional FTE</p> <p>Additional custodial cleaning staff are utilized to meet the maximum health and safety protocols aligned with the Centers for Disease Control and Prevention protocols.</p>	\$360,000.00
Other Priorities Not Out-lined Above	
Total Approximate Budget for Mitigation Strategies	\$460,415.18

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. You can find WDE's ESSER Construction Form [here](#). 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>
The district is not proposing to use ARP funds for renovation, air quality, and/or construction projects.	0
Project #1 NA	
Project #2 NA	0
Total Approximate Budget for Renovation, Air Quality, and/or Construction	0

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.

<p><b>Overview</b></p> <p>Interventionists, EL teachers, graduation coaches, virtual teachers, and preschool teachers will provide high-quality standards-based instruction for all students with the expectation that all essential standards are taught and able to be accessed in all learning environments.</p>
<p><b>Missed Most In-Person</b></p> <p>All district students are provided with a laptop computer or iPad and charger. Staff record instructional lessons using SWIVL cameras to assist all students with absenteeism, student quarantine, illness, positive cases, or homebound situations. Direct instruction portions of lessons must be recorded at all levels using the SWIVL camera. The recordings are made available to students to review the day they are absent through canvas (secondary) or google (elementary).</p> <p>If a student is quarantined or isolated, they will be able to attend class asynchronously through temporary virtual learning days. This is a short-term solution that provides instruction for students while the family or staff is affected by COVID in any way. If a student is in need of internet assistance for temporary virtual learning days will be able to contact the district for support options.</p>

#### Did Not Participate in Remote Instruction

Sweetwater County School District #1 will hire additional interventionists at the schools with the largest number of at-risk students, who will provide high-quality instruction and intervention to increase student achievement and decrease our drop-out rate. These Interventionists will address the learning loss for all students who show evidence or lack of progress towards grade-level standards due to not participating in remote instruction.

#### At Risk for Dropping Out

Rock Springs High School data shows that four Graduation Coaches are needed to support academic goals, as well as family advocacy and community involvement. Coaches can support post-graduation goals and job skills training for students while intervening and tracking student progress and academic achievement. Graduation Coaches can also build relationships with individual students to ensure student success and educational outcomes are obtained.

## **Part 2: Consultation with Stakeholders**

1. Describe how the LEA, 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.

The District began the process by reconvening the Smart Start Task Force assembled during the summer of 2020 and expanded it to add other stakeholders to develop The Safe Return to In-person Instruction and Continuity of Services Plan. Once this Plan was developed and approved by the Board of Education, the District reassembled and expanded the Parent Involvement for Student Achievement (PISA) Task Force. The PISA group originally met three times (September 14th, 22nd, and 29th, 2021) to review student achievement data and brainstorm next steps for the District to consider for improvement. The Task Force recommended relationship building in classrooms and schools and collaborative measures with parents and the community. The Task Force also suggested defining priority standards and teaching students to mastery. The expanded PISA Task Force then reconvened and developed a draft ARP ESSER Implementation (spending) Plan for stakeholders to build upon, as listed below. The Task Force included students, staff members, administration, community leaders, parents, and mental health providers. The stakeholders represented 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.

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

<b>American Rescue Plan (ARP) Grant Process</b>			
<b>The Safe Return to In-person Instruction and Continuity of Services Plan</b>			
<b>Date</b>	<b>Time</b>	<b>Participants</b>	<b>Purpose</b>
10/24/2021	email	Board of Education	Draft timeline and process
10/25/2021	email	District Leadership Team (Administrators, Directors, Coordinators)	Draft timeline and process
11/3/2021	6:00 - 8:00 p.m. CAB Board Room	District Re-entry and Smart Start Task Expanded Force re-assembled and expanded, Zach	Provide input on The Safe Return Plan
11/4/2021	Board Agenda	Kelly McGovern	Supplemental info for November Board Meeting
11/4/2021	ParentSquare, District Website, School Websites, Facebook	Kelly McGovern	Community information on the Safe Return Plan and opportunity for oral or written public comment at the November 8, 2021 Board of Education Meeting
11/7/2021	email	Kelly McGovern	Email to Re-entry Start Expanded Task Force with meeting minutes and Safe Return Plan enclosed.
11/8/2021	Board Agenda - Action Item	Kelly McGovern	Safe Return Plan presented during the November School Board Meeting with approval of the Plan at the Board's discretion.
11/9/2021	District Website	Stephanie Tolman and Kelly McGovern	Safe Return Plan uploaded to the District website and link submitted to WDE
11/19/2021	link	WDE	Due date for The Safe Return to In-person Instruction and Continuity of Services Plan

The ARP ESSER Implementation (spending) Plan			
Date	Time	Participants	Purpose
10/31/2021	email	Board of Education	Draft timeline and process
11/1/2021	email	District Leadership Team (Administrators, Directors, Coordinators)	Draft timeline and process
11/4/2021	email	Kelly McGovern / Tonette West	Advertise for Public Forums to be held on 11/15/21
11/4/2021	email	Parent Involvement for Student Achievement (PISA) Task Force re-assembled and expanded and Zach Gunyan	Welcome email inviting them to the November 10, 2021 meeting
11/5/2021	9:00 - 11:00 a.m.	Linda Carter, Jodie Garner, Scot Duncan, Nicole Bolton, and Kelly McGovern	Review ESSER I, II, and Federal CARES Grant purchases and budgets
11/5/2021	1:30 - 2:30 p.m.	Stephanie Tolman, Jodie Garner, Nicole Bolton, Scot Duncan, Kayci Arnoldi, Linda Carter, and Kelly McGovern	Create online form for ARP input and submissions
11/8/2021	7:00 - 7:30 a.m. virtual meeting	Districts Leadership Team (Administrators, Directors, Coordinators)	Review online form for ARP input and submissions
11/9/2021	8:30 - 9:30 a.m.	Zach Gunyan, Nicole Bolton, Stephanie Tolman, and Kelly McGovern	Record District message on ARP ESSER Grant Process
11/9/2021	District-wide email, Website, ParentSquare, Facebook	Nicole Bolton, Stephanie Tolman, and Kelly McGovern	YouTube link for recording of ARP ESSER Grant Process, allowable use of funds, and link to submit ideas and requests

11/10/2021	6:00 - 8:00 p.m. CAB Board Room	Parent Involvement for Student Achievement (PISA) Task Force re-assembled and expanded and Zach Gunyan	Provide input on ARP ESSER Implementation (spending) Plan
11/9/2021 - 11/30/2021	Window closes 11/30/21 at 4:00 p.m.	All District Staff and Community Stakeholders	Window to submit ARP ESSER ideas
11/11/2021	ParentSquare, District Website, School Websites, and Facebook	Kelly McGovern and Stephanie Tolman	Communication on Forums held at the beginning of next week and opportunity for community input on the ARP ESSER Implementation (spending) Plan
<b>11/15/2021</b>	<b>7:15 a.m. and 6:00 p.m.</b>	<b>Board of Trustees, Zach Gunyan, and Administrators</b>	<b>Public Forums to gather community input on the use of ARP ESSER Funds</b>
11/19/2021	ParentSquare, District Website, School Websites, and Facebook	Kelly McGovern	Additional opportunity for community input on the ARP ESSER Implementation (spending) Plan
11/19/2021 - 11/30/2021	StudentSquare Window closes 11/30/21 at 4:00 p.m.	Stephanie Tolman and Kelly McGovern	PreK- 12 student input for the use of ARP ESSER funds - supported through business donations of TVs and Sweetwater Number One Foundation Chamber of Commerce Gift Certificates for \$150 and \$100
12/1/2021	3:30 - 4:30 p.m.	Cabinet	Review ARP Proposals
12/2/2021	8:00 - 4:00 p.m.	Cabinet	Review ARP Proposals and Prepare Implementation (spending) Plan
12/3/2021	8:30 - 4:00 p.m.	Cabinet	Prepare Implementation (spending) Plan
12/6/2021	Board Agenda	Kelly McGovern	Info for December Board Meeting
12/7/2021	10:00 - 12:00 p.m. and 1:30 - 3:45 p.m.	Cabinet	Prepare Implementation (spending) Plan
12/8/2021	10:45 - 6:45 p.m.	Cabinet	Prepare Implementation (spending) Plan

12/8/2021	ParentSquare and Facebook	Kelly	Communication on Board Meeting and ARP ESSER Implementation (spending) Plan
12/13/2021	Board Agenda - Action Item and PreK-12 student winners announced	Linda Carter, Scot Duncan, Kelly McGovern, and others as needed	ARP ESSER Implementation (spending) Plan presented during the December School Board Meeting with approval of the Plan at the Board's discretion.
12/14/2021	District Website	Stephanie Tolman and Kelly McGovern	ARP ESSER Implementation (spending) Plan uploaded to the District website and link submitted to WDE
1/18/2022	link	WDE	Due date for The ARP ESSER Implementation (spending) Plan

### **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 use ALIO, the accounting and payroll system, to monitor allocations and pull information for required reports. The Curriculum, Instruction, and Assessment Department, Human Resources, and the Business Department will follow district purchasing policies and procedures for the ARP grant. The District will share progress on the Implementation Plan by following the District Communication plan. This will be done through ParentSquare, social media outlets, and periodic Board of Education updates.

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.