

ARP Implementation Plan

Sweetwater County School District #2 (SWCSD#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 |
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| <p>Overview:</p> <p>On March 11, 2021, President Biden signed the American Rescue Program (ARP) Act of 2021, the Public Law. The ARP Act includes nearly \$122 billion in the Emergency Relief Fund for Elementary and Secondary Schools (ESSER III), which allows state and local educational institutions (LEA) to take additional measures to continue safe face-to-face teaching and to resolve unfinished teaching and learning. Reduce the COVID-19 pandemic. LEA granted ESSER III funds to agree to develop a plan to ensure transparency and accountability in the use of funds to meet the academic, social, emotional, and mental health needs of students, especially those most affected by the COVID-19 pandemic. The LEA, which receives funds, will be required to ensure transparency and accountability, and publicly provide fund use plans on its website. The plan must participate in stakeholder consultation and public opinion, and the plan must be submitted to the NDE within 90 days of receiving ESSER III funding.</p> <p>The Sweetwater County School District No. 2 Task Force submitted input during two in-person meetings and in an on-line survey that reflect resounding desire to support students, staff and administration both instructionally and socio-emotionally. The district is</p> | |

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| <p>committed to providing these supports with the goals of sustainability and long-term improvement in mind. The planned initiatives prioritize building internal instructional capacity within the district, investing in professional development to build staff capacity and uplift current staff, building long-lasting community partnerships, providing interventions that address student academic or social or emotional needs, and investment in one-time infrastructure upgrades that support healthy, safe buildings.</p> | |
| <p>Specific Evidence-Based Interventions (eg., curriculum, assessments):</p> <p>We will use individual teacher assessments and various curricular tools to address learning loss.</p> <p>Research has shown that most standard documents clarify content far beyond what K-12 teachers can teach in the time available. In response, Marzano Resources analysts tried to determine as objectively as possible a set of key concepts for each K-12 grade level in the content areas of English Language Arts (ELA), mathematics, science, social studies, and computer science. These key concepts, or critical concepts, will be the basis of the work we will complete in the Sweetwater County School District in the next two years. With the guidance of the Marzano Institute, we will evaluate and rewrite all of our curricular focus into mastery learning concepts that teachers will ensure our students master before the end of each grade level in English Language Arts, mathematics, science, social studies, and computer science.</p> | |
| <p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>ARP/ESSER III Professional Development Plan</p> | |
| <p>Equipment and/or Supplies</p> <p>ARP/ESSER III Professional Development Plan</p> | |
| <p>Other Priorities Not Outlined Above:</p> <p>Research suggests that participation in SEL programs, reduction in class size, and other proactive measures addressed with additional staff, can improve students' academic achievement, reduce delinquency and other challenging behaviors, and increase the likelihood of graduation and postsecondary success. The positive effects extend beyond the classroom with studies showing long-lasting impacts on reducing rates of depression and anxiety and lowering rates of risky behaviors. In addition, SEL programs and reduced class sizes can help address various forms of inequity and empower young people and adults to contribute to safe and healthy educational communities.</p> <p>Additional Staff: Counselors Classroom Teachers Interventionists School Nurses Aides</p> | |

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| <p>The past two school years were challenging for teachers, who had to quickly learn to navigate multiple changes, health concerns, and increased responsibilities amid the COVID-19 pandemic. The number of hours that teachers worked during the first full pandemic school year was significantly greater than their previous work hours and also greater than the hours worked by employees in other occupations during the same time frame. These issues not only impacted certified staff they impacted support staff as essential duties such as disinfecting facilities and creating viable lunch programs became excessively challenging.</p> <p>Given these difficulties, concerns about retaining teachers and other school personnel are not unfounded. Many school districts are unable to fill vacancies as retirements and resignations occur. Sweetwater School District 2 will offer all employees a retention stipend to address workforce leaving the organization, and address increased responsibility.</p> | |
| Total Approximate Budget for Academic Impact of Lost Instructional Time | \$4,528,393 |

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 |
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| <p>Overview</p> <p>The use of remaining ARP ESSER funds will solve demand from the coronavirus pandemic and a wide range of activities required to support employees, students, and families. The implementation plan has been written to focus on public health and safety protocols that meet the Centers for Disease Control guidelines. All additional ARP ESSER funds will meet 16 permitted uses.</p> | |
| <p>Academic Supports</p> <p>Activities allowed under ESEA, IDEA, and Perkins will be implemented to maintain pre-pandemic levels of resources within these programs. These activities include staffing of paraprofessionals, program specific supplies and equipment.</p> <p>ARP/ESSER III Professional Development Plan</p> | \$225,000 |
| <p>Educator Professional Development</p> <p>ARP/ESSER III Professional Development Plan</p> | |

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| <p>Strategies to Address Workforce Challenges:</p> <p>Sweetwater County School District #2 is committed to personal, academic, and student excellence. Our staff is the primary avenue for achieving successful outcomes. SW2 intends to utilize our mentoring program to provide support and encouragement for new and current staff, so they in return will become the best teachers and practitioners possible. Mentors will be expected:</p> <ul style="list-style-type: none"> • To meet formally with their assigned mentee on a regular basis throughout the school year (twice per month). • To assist the staff in an instructional atmosphere. • To guide staff to other resources that can provide direction and support. • To encourage and assist staff in developing collegial relationships. • To assist in developing and maintaining affect instructional practices. • To follow the checklist of activities to be completed. • To maintain confidentiality regarding all aspects of the mentoring program, conversations, etc. with the new staff. Strive to be a steward for the profession and retain new personnel to our organization. | <p>\$100,000</p> |
| Other Priorities Not Outlined Above: | |
| Total Approximate Budget for Investments in Other Allowed Activities | \$325,000 |

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 | Teachers will provide high quality standards-based instruction for all students. Leadership teams, department teams, and grade level Professional Learning Communities (PLC) will review student data including district and state assessments, observations, and progress towards the grade levels | Infinite Campus data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the building leadership teams. 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. Leadership teams, | Infinite Campus data, incident discipline referral reports, and behavior logs and individual student behavior plans will be |

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| | department teams, and grade level PLC will review student data including district and state assessments, observations, and progress towards the grade levels | reviewed by the building leadership teams. 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. Leadership teams, department teams, and grade level PLC will review student data including district and state assessments, observations, and progress towards the grade levels | Infinite Campus data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the building leadership teams. 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. 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. IEP 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. 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. IEP 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. Leadership teams, department teams, and grade level Professional Learning Communities (PLC) will review student data including district and state | Infinite Campus data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the building leadership teams. Positive Behavior Supports will be utilized throughout district, school buildings, and individual classrooms to reinforce positive |

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| | assessments, observations, and progress towards the grade levels | behavior. |
| Children in foster care | Teachers will provide high quality standards-based instruction for all students. Leadership teams, department teams, and grade level Professional Learning Communities (PLC) will review student data including district and state assessments, observations, and progress towards the grade levels | Infinite Campus data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the building leadership teams. Positive Behavior Supports will be utilized throughout district, school buildings, and individual classrooms to reinforce positive behavior. |
| Migratory students | Teachers will provide high quality standards-based instruction for all students. Leadership teams, department teams, and grade level Professional Learning Communities (PLC) will review student data including district and state assessments, observations, and progress towards the grade levels | Infinite Campus data, incident discipline referral reports, and behavior logs and individual student behavior plans will be reviewed by the building leadership teams. Positive Behavior Supports will be utilized throughout district, school buildings, and individual classrooms to reinforce positive behavior. |

* 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.

- 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).

| Narrative: | Budget: |
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| <p>Overview:</p> <p>Sweetwater County School District No. 2 is dedicated to ensure that all students, staff, and visitors are safe inside district facilities as per CDC guidance on reopening schools. Measures include:</p> <ol style="list-style-type: none"> Cleaning and disinfecting district facilities during the COVID-19 pandemic is elevated to new levels from cleaning and sanitation training, to the use of upgraded products. Products include hospital grade disinfectant, hand sanitation stations on desks and in common areas, surface wipes, hand wipes, and increases in general cleaning supplies to ensure sanitary conditions. In addition, personal protective equipment (masks and gloves) supplied to the cleaning staff. Provide signage for and encourage social distancing, handwashing etiquette, and advice to stay home if ill to prevent the spread of COVID-19. | |
| Equipment or Supplies: | |

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| <p>Touchless drinking fountains with bottle fillers to replace the traditional drinking fountains. Hand sanitation dispensers placed throughout the common areas of all schools. No-touch soap dispensers installed in all lavatories. Upgrade of sanitation equipment to improve overall cleaning and efficiency.</p> <p>To improve ventilation and air quality, the district transitioned to a quarterly air filter replacement schedule. Air purifiers were installed in certain high risk classrooms, offices, and athletic practice rooms.</p> <p>COVID-19 safety supplies will be supplied to staff and students as needed: (masks, gloves, shields, wipes, hand sanitizer, sprayers and filters.</p> | |
| <p>Additional FTE: Additional custodial staff hired on a temporary basis to meet the increased demand of sanitizing all school buildings.</p> | |
| <p>Other Priorities Not Out-lined Above</p> | |
| <p>Total Approximate Budget for Mitigation Strategies</p> | <p>\$403,283</p> |

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.

| Narrative: | Budget: |
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| <p>Project #1: District Security Plan (Social Emotional Safety)</p> <p>The intent of this project is to modify, change, replace or add to existing school hardware to provide a method to secure the building. School buildings that will fall within this project's scope are: GRHS and LMS.</p> <p>Contract Items to this project are to include be are not limited to:</p> <ol style="list-style-type: none"> 1. Each principal and some designated staff members of each school will be issued a key FOB that has a secured button or switch and be matched with the name of each building's WiFi. 2. Building WiFi service area to include 300 ft. from the outside perimeter of the building will be upgraded and programmed. 3. All building WiFi services will have their own frequency and individual network. | <p>400,000</p> |

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| <ol style="list-style-type: none"> 4. FOBs are to have programming capacity capable of assignability to the school Lennol Key Card system. 5. The School District Personnel who access all the buildings are to have FOBs. School District Personnel have the capability to program FOBs and any other web service devices as necessary. 6. Upon the FOBs button being pressed several items are to be addressed instantly: <ul style="list-style-type: none"> • System will call (hard wired phone link) all with the message; (school name) is in a lockdown situation. The 911 call is also to be relayed to the superintendent's secretary's desk phone with the same message. • All fire doors outlined on the drawings in red are to be released within 5 seconds and locked, including any hallway fence barriers. • District notifications will be triggered. • Initiate a school-wide intercom message. • Provide a check-in button at each intercom speaker push to talk button that will inform the building principal that the rooms have responded to the threat and the students, teacher and or other staff are secured in the room with the door closed and locked. A new separate location may have to be provided for equipment if the office complex cannot be secured. 7. Provide service access to a web service for as much programming as possible to reduce hacking possibilities. System to be "on demand software" stored in a secure cloud system. | |
| Project #2: | |
| Total Approximate Budget for Renovation, Air Quality, and/or Construction | \$400,000 |

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.

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| Overview |
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Students in SWCSD#2 had the option of attending school in person all year, during the 2020-2021 school year. We had 98% of the students enrolled participate in person. All students had access to Chromebooks and chargers to take home if they had to move to remote learning for COVID reasons or concerns for their health and safety.

SWCSD#2 plan seeks to protect and promote the health and safety of each SWCSD#2 community: staff, faculty, students, and parents of the District where we teach, learn, and work. The funding for this plan also focuses on maintaining the quality of educational outcomes, experiences, and work products. The plan is designed to be adaptable and will change with the environment and with recommendations and guidance from local and state health officials along with the Wyoming Department of Education (WDE).

The plan is based on the following principles:

- Student and staff health is a priority
- Promote the reduction of environmental contamination by adjusting teaching, work, and communal spaces to reduce human density and implement a plan to increase cleaning and disinfecting of all SWCSD#2 facilities
- Maintain a high level of expectations for the educational opportunity being provided to all students of the district.

Missed Most In-Person

We had 2% of our students participate in the online learning platforms established by the district.

Did Not Participate in Remote Instruction

98% of the students attended school in person throughout the year. We were able to complete our school year on schedule with no shutdowns because of the pandemic.

At Risk for Dropping Out

The pandemic has created many social emotional issues, which has resulted in an increase in at risk student behavior, which includes students dropping out or at a higher risk of dropping out of school

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

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- 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.

SWCSD#2 Task Force was made up of parents, community leaders, board members, teachers, Green River Education Association leadership, building principals, GRHS student council representatives, and central office administration.

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

The SWCSD#2 Task Force, which is composed of 44 stakeholders, met on two separate occasions to develop a plan to use the ARP ESSER funds. Survey results from this group were used to develop the list of usages of the funds. Results of the survey provided information on the priorities of using the ARP funds. The following links provide results of the overall survey, and the prioritized funding, as suggested by the ESSER Task Force:

[ARP ESSER Task Force Survey Results](#)
[ARP ESSER Task Force - Critical Needs](#)
[ARP ESSER Task Force - Necessary](#)

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.

SWCSD#2 will follow district purchasing policies and procedures for the ARP Grant. The district will share progress on the Implementation Plan by sharing information with stakeholders through monthly board meetings, district website, and local media outlets.

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.

SWCSD#2 Implementation Plan will be posted on the district website www.swcsd2.org