



# ARP Implementation Plan Template

District Niobrara 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 instructional 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:
<b>Overview</b> Niobrara #1 will utilize after-school programs and summer school programming to address any lost instructional time and learning loss as a result of the pandemic. We will operate the following programs including but not limited to: after-school tutoring with certified teachers, after-school STEM programming in the elementary grades, district-wide summer school at all locations, and individualized needs assessments for students. Our district will utilize research-based practices to enhance the learning and address any skills that are identified.	\$ 246,061.30
<b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b> We are looking at using individual classroom assessments and various third party diagnostic assessments with progress monitoring to address learning loss. Examples include but not limited to 95%, Ortin-Gillingham, Star 360, Fastbridge, and the WY-TOPP Interims/Modules. The district will also be incorporating the use of Instructional Facilitators in Math, Reading/ELA, and Technology.	\$ 206,061.30

<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>After School and Summer School will be offered at all attendance centers in Niobrara #1. These will be designed to provide for as many students as possible. Will include snacks and meals when applicable.</p>	\$ 20,000
<p>Equipment and/or Supplies</p> <p>Various teaching resources to include but not limited to: classroom supplies, STEM resources, books and programs, laboratory materials (if needed), computer software for credit recovery (if applicable). If we find that additional hardware is needed (computers, portable Wi-Fi, and peripheral equipment), we will purchase that as well.</p>	\$ 20,000
Other Priorities Not Outlined Above	\$ 0.00
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$ 246,061.30

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>
<b>Overview</b> Niobrara #1 will continue to monitor the funds available to provide the best opportunities for our students, staff, and community. We will focus on the academic needs, environmental needs, and the mental well-being of our stakeholders	\$ 194,244
<b>Academic Supports</b> Technology Resources, Educational Programming, SEL Opportunities and Support, Quality Professional Staffing, Tutoring Program	\$ 50,000
<b>Educator Professional Development</b> High Impact instruction, Differentiation, Authentic Engagement, Guaranteed and Viable Curriculum, Authentic Assessment	\$ 25,000
<b>Strategies to Address Workforce Challenges</b> Employee Retainment Program, Recruiting/Signing Bonus Program	\$ 119,244
<b>Other Priorities Not Outlined Above</b>	\$ 0.00
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	\$ 194,244

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.

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
All Students	All funds will focus on the student academic and environmental needs. Local data will be utilized to assist with the identification of these needs.	SEL Programming, SEL Monitoring, SEL Resources for Teacher, Professional Counseling Services
Students from low-income families	Continued professional development for understanding poverty and programming for all students to combat the effects of poverty.	SEL Programming, SEL Monitoring, SEL Resources for Teacher, Professional Counseling Services
Students of color		
English learners	Maintain the district plan.	SEL Programming, SEL Monitoring, SEL Resources for Teacher, Professional Counseling Services
Students with disabilities	Maintain the district plan.	SEL Programming, SEL Monitoring, SEL Resources for Teacher, Professional Counseling Services
Students experiencing homelessness	Maintain the district plan.	SEL Programming, SEL Monitoring, SEL Resources for Teacher, Professional Counseling Services
Children in foster care	Maintain the district plan.	SEL Programming, SEL Monitoring, SEL Resources for Teacher, Professional Counseling Services
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 Niobrara #1 will continue to follow the most current CDC guidance for cleaning, sterilizing, and maintaining multiple use facilities.	\$ 0.00
Equipment or Supplies As needed	\$ 0.00
Additional FTE	\$ 0.00
Other Priorities Not Out-lined Above	\$ 0.00
Total Approximate Budget for Mitigation Strategies	\$ 0.00

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>
Project #1 Emergency Electrical Backup, 3 buildings (LEMS, HS, DO)	\$ 680,000
Project #2 Renovate Locker rooms at the HS, repurpose space for additional locker room	\$ 60,000
Project #3 Expand existing indoor concessions at HS	\$ 20,000
Project #4 Replace gym bleachers at the HS	\$ 40,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$ 800,000

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.

<p><b>Overview</b></p> <p>As we monitor student progress (pre-test/post-test), any student that is identified as missing pre-requisite knowledge, will be assisted through double emersion or extended learning time. Our district setting allows for us to know our individual students. We have a solid grasp on who missed the most instructional time. We have a bit of a challenge when students come to us from other districts, especially from other states. We will continue to identify all of the needs of our students and strive to meet those needs however possible.</p>
<p><b>Missed Most In-Person</b></p> <p>Screening and support</p>
<p><b>Did Not Participate in Remote Instruction</b></p> <p>Screening and support</p>
<p><b>At Risk for Dropping Out</b></p> <p>Screening and support, credit recovery, consistent counseling</p>

## 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.

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

Niobrara #1 hosted three (3) separate stakeholder engagement meetings to gather community input on “best uses” of the additional funds provided us. Each meeting had participants from the staff, parents, and community (non-parent). Each meeting was approximately one (1) hour in length. The attendees were informed of the dollars available, recommended uses, and all stipulations of prohibition. All recommendations were offered to the board of trustees.

### 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.

Niobrara #1 will monitor the use of ARP funds as a separate account. The Superintendent and Business Manager will be primarily responsible for monitoring these funds. The Board of Trustees will also receive monthly reports of the account, any transactions, and will approve any expenditures of these funds.

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.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1801056/Part-1-ARP-Implementation-Plan\\_Word.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1801056/Part-1-ARP-Implementation-Plan_Word.pdf)