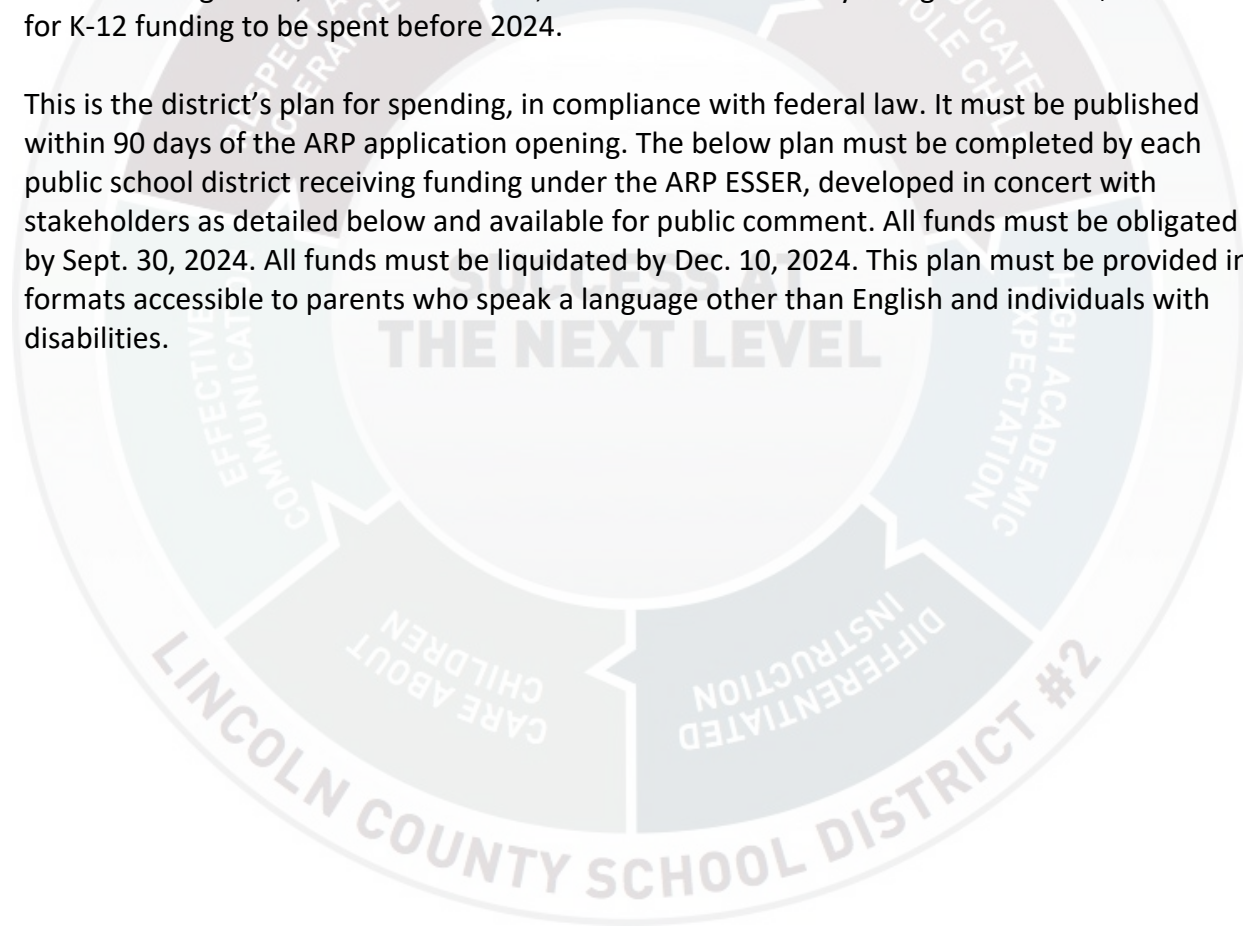


# ARP Implementation Plan Template

District: Lincoln County School District #2

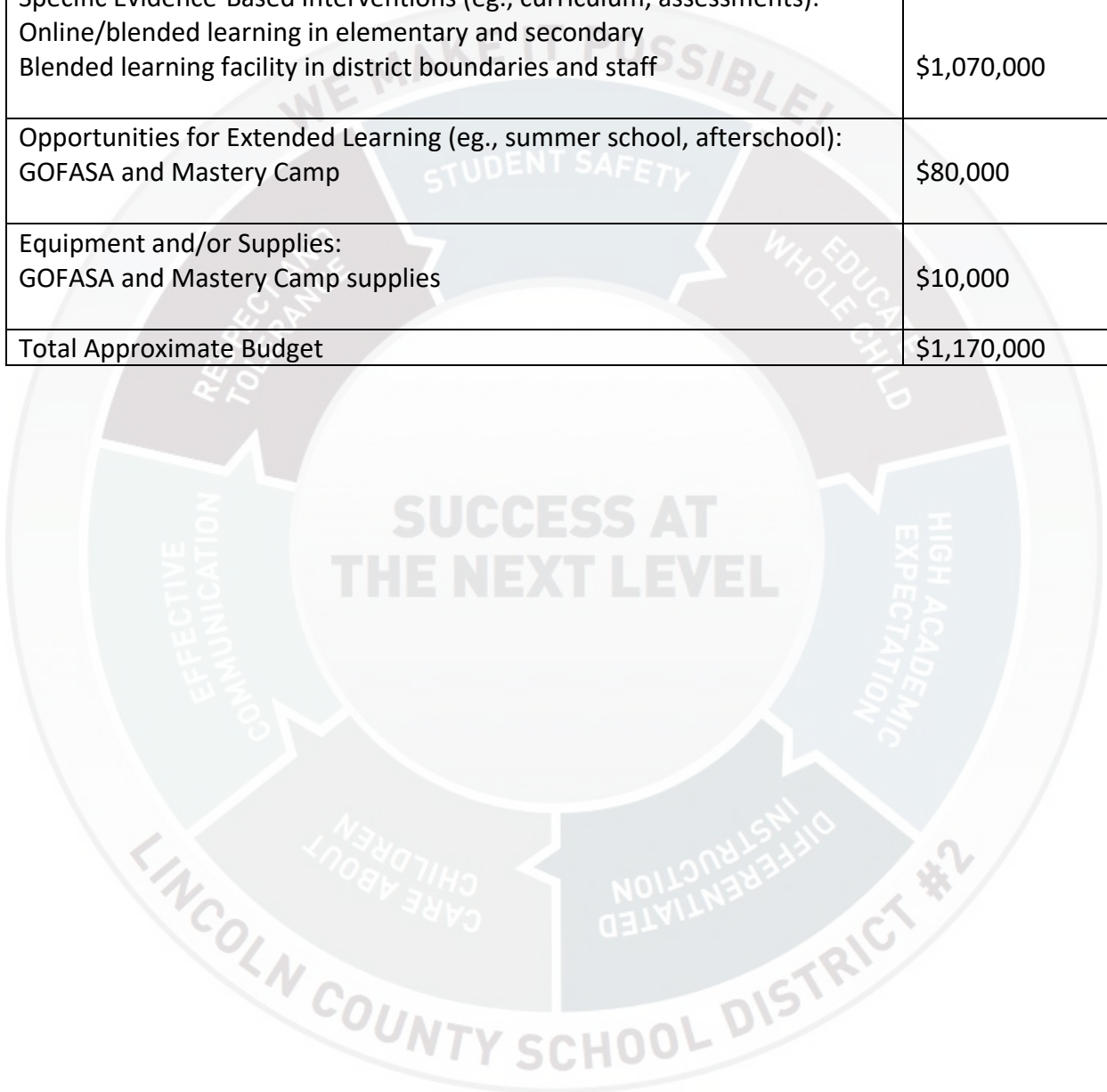
The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and 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.



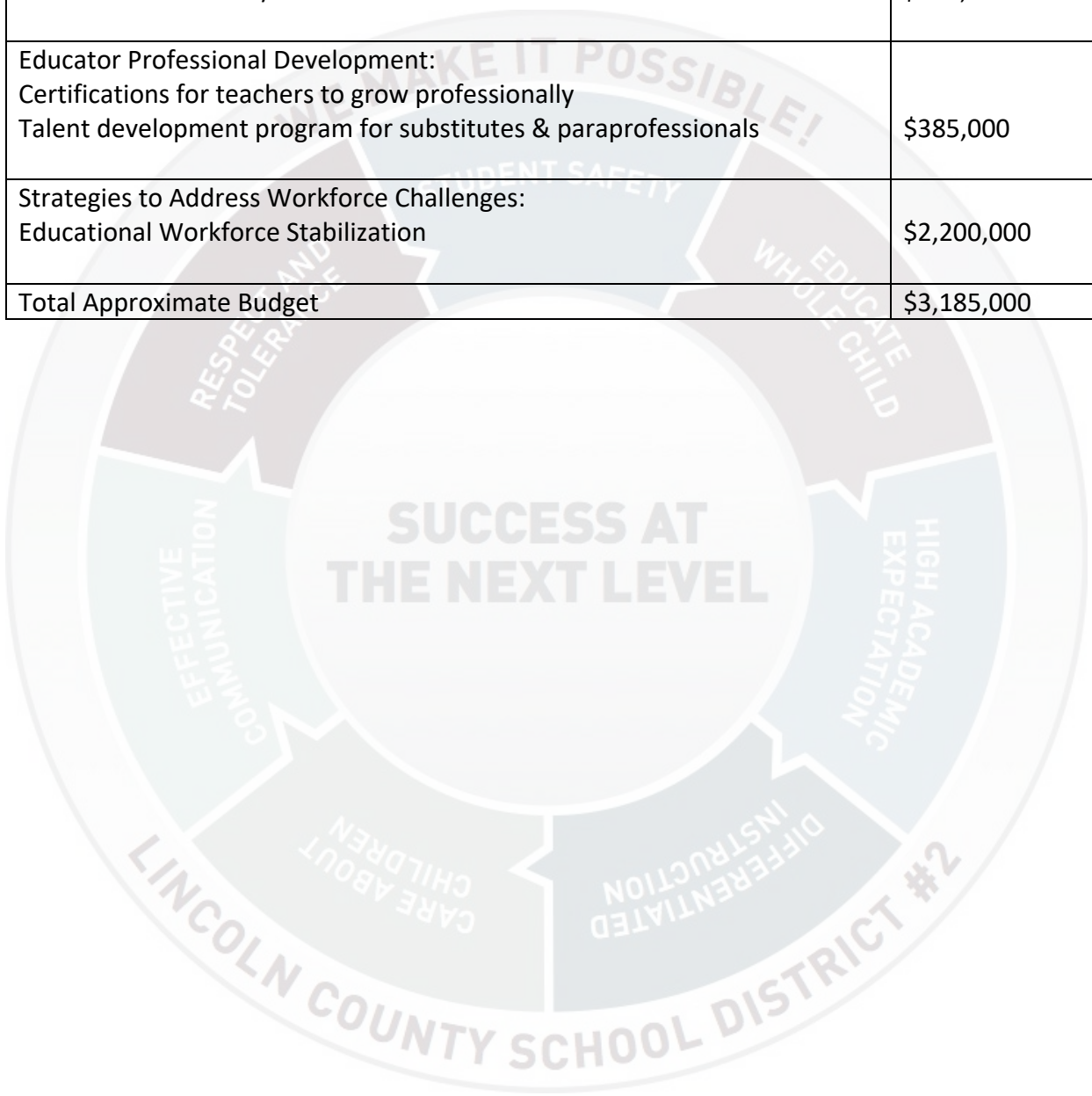
1. Describe how the LEA will use the mandatory 20% set-aside to address the academic impact of learning loss (note federal statute used the term, “lost instruction time”) through the implementation of evidence-based interventions such as summer learning or enrichment, extended day, comprehensive after school, or extended school year programs.

<b>Narrative:</b>	<b>Budget:</b>
Specific Evidence-Based Interventions (eg., curriculum, assessments): Online/blended learning in elementary and secondary Blended learning facility in district boundaries and staff	\$1,070,000
Opportunities for Extended Learning (eg., summer school, afterschool): GOFASA and Mastery Camp	\$80,000
Equipment and/or Supplies: GOFASA and Mastery Camp supplies	\$10,000
Total Approximate Budget	\$1,170,000



2. Describe how the remaining ARP ESSER funds will be used consistent with statutory requirements (see USED’s FAQ, Section A-3 for allowable used of funds). Please write NA if a category is not applicable to your plan).

Narrative:	Budget:
Academic Supports: New Teacher Mentor/Instructional Coach	\$600,000
Educator Professional Development: Certifications for teachers to grow professionally Talent development program for substitutes & paraprofessionals	\$385,000
Strategies to Address Workforce Challenges: Educational Workforce Stabilization	\$2,200,000
Total Approximate Budget	\$3,185,000



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.

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
All Students	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports
Students from low-income families	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports
Students of color	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports
English learners	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports
Students with disabilities	GOFASA, Mastery Camp Online teacher/facility Blended learning facility For ARP 611 Special Ed funding we are looking at an education interpreter, nurse, and professional development. Money will also be set aside for any students needing to be home bound due to medical needs.	GOFASA, Mastery Camp Social, emotional & mental health services & supports
Students experiencing homelessness	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports
Children in foster care	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports
Migratory students	GOFASA, Mastery Camp Online teacher/facility Blended learning facility	GOFASA, Mastery Camp Social, emotional & mental health services & supports

\*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>
Equipment or Supplies: Data backbone/connectivity upgrade	\$350,000
Additional FTE: Building Sanitizers in each building 5-8 FTEs part-time	\$25,000
<b>Total Approximate Budget</b>	<b>\$375,000</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.

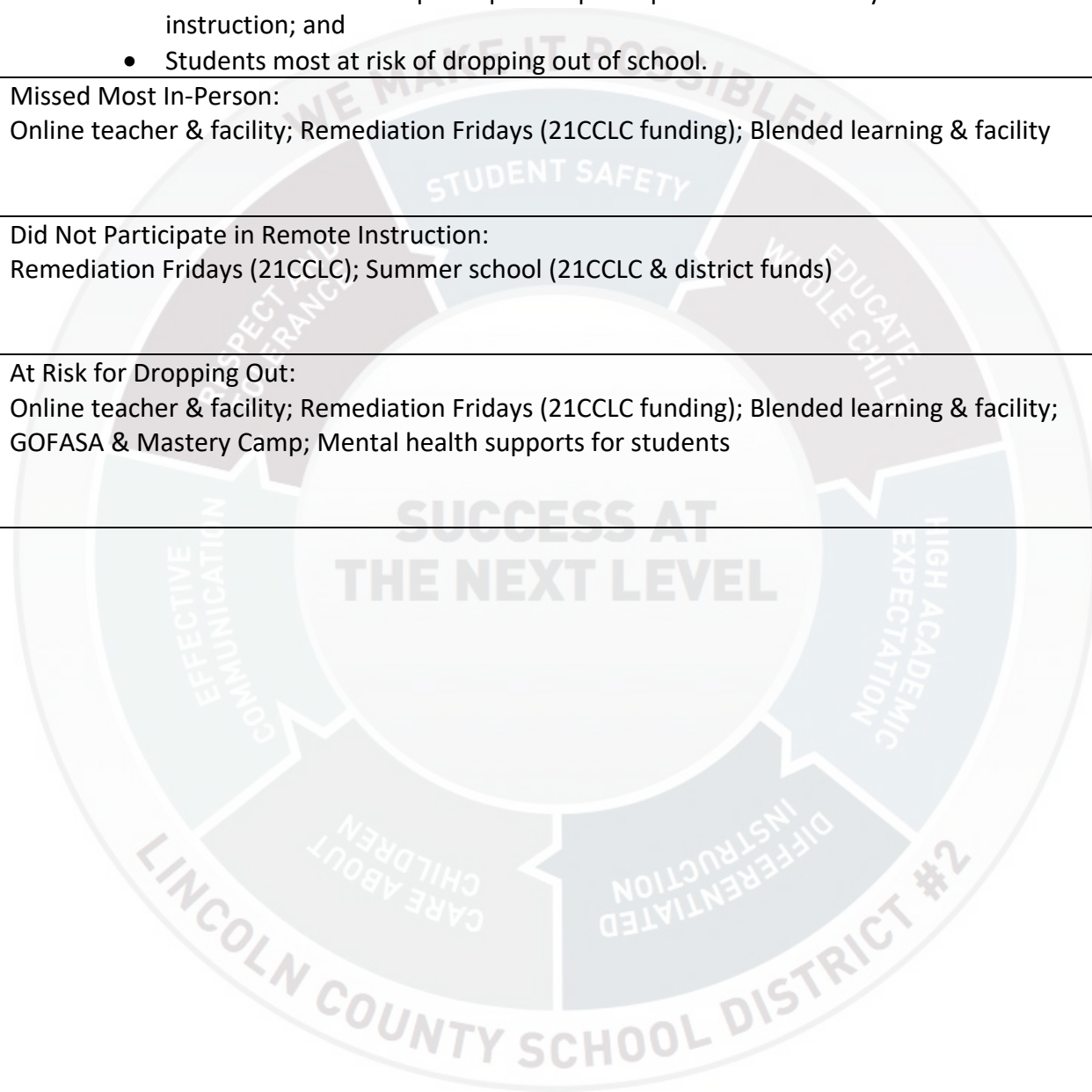
Please also note that these projects are subject to the department's prior approval. For further guidance, see U.S. Department of Education's FAQs B-6, B-7, B-8 and C-27.

<b>Narrative:</b>	<b>Budget:</b>
Project #1: Install operable windows in every classroom at Afton Elementary school for fresh air mitigation. This is the only building in the district without operable windows.	\$250,000
Project #2: Create online learning center at District Office (small remodel)	\$45,000
<b>Total Approximate Budget</b>	<b>\$295,000</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.

Missed Most In-Person: Online teacher & facility; Remediation Fridays (21CCLC funding); Blended learning & facility
Did Not Participate in Remote Instruction: Remediation Fridays (21CCLC); Summer school (21CCLC & district funds)
At Risk for Dropping Out: Online teacher & facility; Remediation Fridays (21CCLC funding); Blended learning & facility; GOFASA & Mastery Camp; Mental health supports for students



## 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.

Families, students & employees had access for 30 days to a survey on our website regarding priorities for ESSER expenditures. The 16 allowable uses were available to select and rate. In addition, families could add narrative and commentary to their prioritization. Families were invited, if desired, to provide public comment in board meetings on both our safe return plan and ESSER III priorities.

In addition, employees could add narrative and commentary to their prioritization. In 2020, stakeholders were brought together to create the original Smart Start Plan. Also, the Superintendent formed various committees to provide periodic input on a variety of topics including calendars, return to in-person instruction, working conditions, and benefits/leave. The Teachers Association was one of these committees who attended monthly meetings with the Superintendent.

One board member has ties to a tribe and often brings perspective from his peers. Our Superintendent has extended invitations to legislators, religious leaders and other interest groups to attend board meeting and board work sessions.

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 above mentioned stakeholder surveys were open for 30 days on the district Facebook and website. Results were analyzed weekly by district administration, with principals in admin meeting and shared with the school board.

A total of 264 stakeholders responded to the survey about spending ARP ESSER funds, the majority of which were parents or guardians. The highest priority was support for students in the area of mental health. Second highest priority was for employee recruitment and retention. The third highest priority was for supports for emotional wellness for staff. A close fourth priority was funding for activities to address the unique needs of students. These results were similar to those of employees and administrators and are thus reflected in the application.

The Safe Return to In-Person Instruction and Continuity survey had a total of 140 stakeholders respond. The vast majority of respondents were parents or guardians. Almost all respondents expressed gratitude for staying in-person/face-to-face and expressed appreciation for our staff. There were some concerns about students coming to school sick or students struggling to make up the work from when they do stay home. We have stakeholders that both support and are opposed to masks.





### 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.

Through our accounting software, we will track which positions were supported by ESSER funds. We have a HR tracking sheet that lists which positions are being funded/partially funded through all ESSER funds. Some staff in new positions are issued temporary status paid based on the availability of ESSER funds. These positions are directly correlated to learning loss.

We will continue to survey stakeholders every 6 months as is required on both the ARP Implementation Plan and the Safe Return to In-Person Instruction and Continuity Plan.

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.

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