



# Part 1: ARP Implementation Plan Template

District: Fremont #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:
<p>Overview: Fremont #1 will use several different avenues to address learning gaps and lost instruction time as a result of the pandemic. This will include after-school tutoring, additional summer school programming, hiring additional intervention staff to address student needs, professional development for staff to better address learning gaps, and additional resources to provide needed interventions. The district will incorporate research-based best practices to provide intervention for students that are identified in need to support.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments): FCSD #1 utilizes evidence-based interventions for reading and math. At the elementary level (grades K-5), the Title I teachers use <i>Spire</i> for reading intervention; the resources/SpEd use <i>Foundations</i>; for solid foundational support with the Tier I instruction, the K-3 teachers utilize LETRS and Kilpatrick strategies; and, the Bridges Math intervention tools</p>	<p>\$137,519.52</p>

<p>and strategies are for Tier II support. At the 6-8 level, the <i>The Center for Math and Teaching</i> is used for Tier III and the Into Math intervention resources are used for Tier II; V-Math is used for resources/SpEd math intervention; and, <i>Achieve 3000</i> is used for reading intervention.</p> <p>At the 9-12 level, the district uses the <i>Collections</i> for Tier II reading support. At this point, our teachers are using intervention strategies to support Tier I instruction.</p> <p>On the horizon, our plan is to adopt 95% Group for K-6 reading intervention, evaluate the <i>Achieve 3000</i> for our 6-8 students, and a possible 6-12 reading intervention adoption. Our 6-12 reading intervention teachers are beginning the LETRS for Secondary training and will implement these strategies.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool) The district will expand Summer School opportunities for all students to help address any learning gaps that may have occurred due to the pandemic. This will result in the need to hire additional staff and provide additional professional development and planning time to incorporate increases in interventions needed.</p> <p>Schools will hire additional staff to provide interventions and support to help with the learning loss experienced in specific classrooms due to the pandemic and the inability in some classrooms to consistently offer hands-on activities for learning.</p>	\$400,000
<p>Equipment and/or Supplies The district plans to upgrade and increase availability of technology for students and staff to be able to interact remotely during COVID-related absences. Doing so will allow teachers to better interact with students who are not in the classroom for instruction.</p>	\$750,000
<p>Other Priorities Not Outlined Above The district plans to hire additional staff to provide increased intervention for students who experienced learning loss due to the pandemic. This will include certified teachers and paraeducators to provide support. Professional development in effective intervention programs will be provided to staff.</p>	\$1,500,000
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	\$2,787,519.52

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
<p>Overview The district will provide additional professional development in areas of social emotional learning and mental health. Workforce challenges, including staff absenteeism and mental health concerns, will be addressed, and spacing and safety concerns due to pandemic recommendations will be updated.</p>	
<p>Academic Supports - provided in #1 above.</p>	
<p>Educator Professional Development Professional development will be provided for staff in multiple areas, but primarily for providing intervention to students who experienced learning loss and for staff to become better at recognizing social emotional learning needs of students (and staff). This will include specific intervention strategies, training for staff to incorporate professional learning community work into their processes, literacy training, and trauma-informed practices.</p>	\$250,000
<p>Strategies to Address Workforce Challenges The pandemic creates a number of challenges. First, staff that test positive are out longer than they normally might be due to other illness or absences. Substitutes are harder to find due to pandemic concerns, so the district will increase substitute pay as well as providing an incentive to work more days. The district will also provide employees with four payments spread out over time to help retain them and provide employment stabilization during and after the pandemic.</p>	\$2,300,000
<p>Other Priorities Not Outlined Above Spacing, hygiene, and safety continues to be an issue, online learning continues to be expanded yet our classrooms are not equipped. The district will invest in new furniture that allows easier interaction with students both in the classroom and participating remotely. For example, tables that are dynamic so teachers can easily change configurations to provide safer spacing and be plugged in, etc.</p>	\$500,000
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	\$3,050,000

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.

Academic	Social, Emotional, and Mental Health
<p>The district focuses on Professional Learning Communities to create collaborative teams throughout to address the needs of all students. Regardless of income status, color, disability, foster care status, migratory or homeless circumstances, or English language acquisition, all students are supported through a multi-tiered system of support. Funds will be used for the enhancement of programs already in place in the district to provide assistance and support for these students. Individualized supports are provided to students from these populations on a case-by-case basis.</p>	<p>Fremont #1 has received a Substance Abuse and Mental Health Services Administration (SAMHSA) grant to provide additional Social, Emotional and Mental Health services and support for all students. The district has partnered with a local mental health provider for these services. In addition, Title IV funding has helped fund two separate positions - a Therapeutic Counselor for grades 6-12 and a Behavior Interventionist for grades K-5. ESSER funds will help support these programs through professional development and resources for staff.</p>

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.

Narrative	Budget
<p>Overview The district invested portions of ESSER I and II funds into prevention and mitigation strategies. These included purchasing PPE equipment for staff, plexiglass barriers, masks for staff and students, and additional cleaning products. An additional nursing position was hired to provide support to nurses in order to address increased needs due to the pandemic. The district is also providing testing options to staff.</p>	
<p>Equipment or Supplies Additional sanitizing, cleaning and protective equipment will be purchased to continue to address needs in this area.</p>	\$10,000
<p>Additional FTE</p>	\$420,000

The district hired an additional nursing position at the beginning of the pandemic. This position will continue through the 2023-24 school year. In addition, several custodial positions were hired to increase the amount of sanitization throughout the district. These positions will also continue.	
Other Priorities Not Out-lined Above The district is contracting with a local health care provider to administer testing for staff members who may either have COVID or have been in a close contact with someone with COVID.	\$100,000
<b>Total Approximate Budget for Mitigation Strategies</b>	<b>\$530,000</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. 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>
Project #1 N/A	
Project #2 N/A	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</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.

### Overview

Fremont #1 uses a variety of personnel and strategies to identify, engage, and support students that have been impacted by lost instructional time. Three full-time staff work together with administrators and teachers to re-engage students who miss in-person instruction during the past two years or who do not participate remotely or in-person during that time. In addition to other students who may be at risk for dropping out for reasons other than the pandemic, an At-Risk Coordinator, Native American Liaison, and Community Relations Coordinator work together to help families and students who need assistance to not only engage in the learning, but to fill learning gaps that may occur.

## 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 has conducted surveys of staff and administrators on the effective use of ARP ESSER funds. Surveys of students and discussions with student councils will be conducted to determine needs. Several parent input meetings have been and will be held to seek input. These include K-5 parent engagement night; Parents-in-Education meetings, Title I Parent Information night, literacy development meetings, mental health and MTSS-B parent information evening, and Parent-Teacher nights.

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

Public stakeholder input was and is considered in not only the development of the plan, but in the expenditure of funds. Fremont #1 administration reviewed the input and looked for common threads. A need for additional staffing and retention of staff surfaced as did the need to address mental health and social-emotional learning.

### **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.

Fremont #1 will follow procurement policies at the district, state, and federal levels to ensure all USED requirements are followed. All required reporting requirements will be completed. Separate accounting codes were created to assist in ensuring accountability through a review and approval process. This allows detailed approval and expenditure tracking.

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.