



ARP Implementation Plan Template

District: **Park 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 Park #1 has taken a varied approach in addressing the learning loss of our students.	\$ 0.00
Specific Evidence-Based Interventions (eg., curriculum, assessments) Reading Recovery (RR) training will be an emphasis of the elementary grades. This intensive intervention will ensure students who are not reading at grade level are served by a specialized reading teacher. The district has identified two teachers in each elementary school to receive the Reading Recovery Early Literacy training, six in total. The district will be pursuing the possibility of training a RR Teacher Leader, if feasible. In addition to the RR training, Park #1 will be purchasing FUNdations/Wilson Reading materials to allow K-3 teachers to confidently present a carefully structured phonics and spelling curriculum using engaging, multisensory techniques. Teachers will be trained in Math Recovery for students needing specific interventions in math K-5. Reading Intervention for the special education students will be focused on the Orton/Gillingham curriculum. Lectura Books - Dual Language books in English and Spanish have been identified for English Learner (EL) students. This research-based parent involvement program for	\$ 358,400.00

Spanish-speaking parents will help to improve family reading, reading comprehension, and vocabulary development. Multi thematic units will be created and delivered via backpack for English Language learners to take home.	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>Principals have requested additional time for existing part-time personnel to support specific students, during the day and after school, who are deficient in their academic skills using local and state assessments.</p>	\$ 65,000.00
<p>Equipment and/or Supplies</p> <p>N/A</p>	\$ 0.00
<p>Other Priorities Not Outlined Above</p> <p>Part-time Title I teachers, in all three elementary schools, have had their hours increased to full-time temporarily to meet the academic needs of students needing additional support. Clark elementary will retain the paraprofessional position to support students who need additional support. In addition, principals have requested additional time for existing part-time personnel to support specific students who are deficit in their academic skills. Students are being served within the school day, after school and for those needing additional support, during summer school. Additional para-professionals (three) will be employed at the middle school to meet the additional needs of those students who have lost instructional time due to COVID-19 restrictions. A certified teacher or counselor will be hired as a "graduation coach" for those students identified in the high school as being at risk for dropping out of school. Park #1 will continue to train certified staff in the Professional Learning Community (PLC) process in-district via Global PD and out of district at PLC Institutes and Summits.</p>	\$ 629,000.00
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$ 1,052,400.00

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).

Narrative:	Budget:
<p>Overview</p> <p>All staff and students have lived through the negative mental and physical impacts of the pandemic, in addition to learning loss. Students will be provided with mental and physical tools to help support their wellbeing in and out of school. Additional resources have been allocated to support the staff in the area of mental and physical wellness and reduce stress caused by COVID-19 challenges.</p>	\$ 0.00
<p>Academic Supports</p> <p>Heart monitors will be purchased for every school to better educate students on their fitness levels in Physical Education/Health classes. Students will have access to Sora, an online audiobook and e-book library at school and for home access. Students in band and choir, will have access to the online Smart music program.</p>	\$ 54,000.00
<p>Educator Professional Development</p> <p>See above narrative in “Other Priorities Not Outlined Above”.</p>	\$ 0.00
<p>Strategies to Address Workforce Challenges</p> <p>Health and wellness funds will be paid for staff members interested in pursuing gym memberships, home fitness equipment, mental health services, etc. up to \$700 for part-time or full-time employees for two years (2022 & 2023).</p>	\$ 500,000.00
<p>Other Priorities Not Outlined Above</p> <p>The district Life Skills program space to be expanded to facilitate social distancing and safety at Southside. Southside will add to the refrigeration capacity by adding a separate unit outside and renovate the existing kitchen to provide meals to students in case of school closure. Replacement of the HVAC system controls at PHS & PMS as well as adding air conditioning to the PHS & PMS gym. Continue to pay virtual teachers at the Park #1 Virtual Academy to serve students electing to participate in distance learning.. Replace laptops/Chromebooks for all secondary students to remain connected with their content teachers. Park #1 will be adding additional nursing services in order to implement prevention and mitigation strategies. Additional PP & E supplies will be purchased to be prepared for any possible resurge of COVID-19. Park #1 will also claim indirect costs.</p>	\$ 2,700,000.00
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	\$ 3,887,964.00

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	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>
Students from low-income families	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>
Students of color	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>
English learners	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>

	<p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p> <p>An online literacy program will help support EL students. EL backpacks will be prepared for EL students to ensure students are able to have materials to complete work during closure and/or sickness.</p>	
Students with disabilities	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>
Students experiencing homelessness	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>
Children in foster care	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>
Migratory students	<p>Park #1 has made Professional Learning Communities a priority for our school system. All students regardless of socioeconomic status, color, disability, and/or language will receive general education instruction (Tier 1), with few exceptions. Students who are identified having additional academic needs receive interventions (Tier 2) in addition to the regular education instruction. Students needing more support may be placed on a BIT for possible special education testing. If the student qualifies for special education an IEP is written (Tier 3) in order to address the needs of the student.</p> <p>The literacy and math programs called out in this grant will be a focus of interventions for all kids in the district.</p>	<p>Park #1 is utilizing the Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students. Award: \$414,230 annually 2020-2025</p>

* 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).

Narrative:	Budget:
<p>Overview</p> <p>The District invested a significant portion of its CARES ESSER I fund into prevention and mitigation strategies, such as: PPE, plexiglass barriers, masks/face shields, additional cleaning products, and additional nursing areas and still has adequate supplies in these areas. The District feels that additional nursing personnel are needed to continue with preventing the spread of the virus. They communicate with families and provide information and training regarding COVID-19.</p>	\$ 0.00
<p>Equipment or Supplies</p> <p>Personal Protective Equipment (PPE) will be purchased in order to stay ahead of any future demands brought on by a pandemic.</p>	\$ 5,000.00
<p>Additional FTT</p> <p>Additional nursing personnel/support will be employed to ensure the return to in-person instruction is in accordance with recent CDC guidance. Nurses will be working with staff and students providing additional support to the existing nursing staff throughout the district.</p>	\$ 150,000.00
<p>Other Priorities Not Out-lined Above</p> <p>N/A</p>	
Total Approximate Budget for Mitigation Strategies	\$ 155,000.00

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.

Narrative:	Budget:
<p>Project #1</p> <p>PHS & PMS replacement of HVAC controls for better programming and air quality control of the HVAC systems. Air conditioning will also be added to both the HS and MS under the same project.</p>	\$ 764,000.00
<p>Project #2</p> <p>Centralized Life Skills program space will be expanded at Southside Elementary.</p>	\$ 977,000.00
<p>Project #3</p> <p>Southside will add to the refrigeration capacity by adding a separate unit outside and renovate the existing kitchen to provide meals to students in case of school closure.</p>	\$ 220,000.00
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$ 1,961,000.00

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>Overview</p> <p>A variety of strategies and personnel were used to identify, re-engage, and support students that have been impacted by learning loss.</p>
<p>Missed Most In-Person</p> <p>Park #1 will use assessments to identify students' areas of greatest needs for all students, no matter how much they were able to participate in school (either in-person or remote learning) during the 2020-2021 and 2021-2022 school years. Assessments will assist in determining the students that require evidence-based interventions. Results of assessments, teacher observations, and individual student conferences will assist in identifying those students requiring early intervention. All students will be offered additional learning experiences within the school day, after school and/or summer school. Credit recovery is offered to all high school students that are credit deficient. Counseling services will support social emotional needs.</p>
<p>Did Not Participate in Remote Instruction</p> <p>A virtual learning option was initiated in the fall of 2021, Park #1 Virtual Academy, and continues to be offered to families that needed an off-site option. Tutoring, summer school, extended day offerings and/or credit recovery will be offered in subsequent school years as well.</p>
<p>At Risk for Dropping Out</p> <p>A certified teacher or counselor will be hired as a "graduation coach" for those students identified in the high school as being at risk for dropping out of school.</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.

Park #1 engaged groups, identified above, to provide input on the priorities of the ARP ESSER III expenditures. The district sent out surveys to all staff within the district on 12/3/21 which yielded a good response from all our employees. The district invited students, parents and community members to provide input via email, Facebook and face-to-face meetings. A Facebook live meeting was held on 1/11/22. Parents and members of the community participated in the meeting both face-to-face and via Facebook.

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

Park #1 administrators reviewed all input concerning the ARP ESSER funds on January 12, 2022. Trends and patterns developed as the input was considered. Survey results were clearly indicating the social and emotional needs of staff. This led the district to identify over 10% of the grant toward staff wellness. Student emotional and social needs were a priority during this process. The district Substance Abuse and Mental Health Services Administration (SAMHSA) grant for Social, Emotional and Mental Health programming for all students is addressing many of the student priorities. The district found facility needs during the pandemic as well. These areas of concern, among others, have been included in the request for ARP ESSER funds.

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.

Park #1 will follow the procurement policy AROP EFAB to ensure all USED requirements are followed. Park #1 will complete all required reporting elements at the state and federal levels once they are clarified by the U.S. Department of Education.

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.