

ARP Implementation Plan Template

Campbell 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: CCSD utilizes FastBridge (Universal Screener) to identify learning loss due to lost instruction time during the COVID-19 Pandemic. FastBridge provides evidence-based interventions for students at different learning levels. Evidence based interventions and progress monitoring guides instruction to support learning loss and improve students skills. CCSD houses district curriculum and units of instruction in Schoology for	

<p>students to access content within the school setting as well as remote education outside of the classroom when students are not present in the classroom. Schoology builds collaboration between teacher, student and parent allowing teachers to create instructional materials to prevent learning loss. Performance Matters collects and analyzes student performance data from all assessments, allowing teachers and administration to identify learning loss and areas of focus. CCSD uses Odysseyware/ Edgenuity to provide opportunities for credit recovery at the secondary level.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>FastBridge, Performance Matters, Schoology, Imagine Learning, Odysseyware/ Edgenuity (Credit Recovery), AVMR (Math Recovery), Jan Richardson Phonics/Phonemic Awareness Intervention manipulatives</p> <p>The implementation of Imagine Learning provides an evidence-based intervention specific to student need based off of a grade level benchmark assessment. Imagine Learning also provides an evidence based intervention for English Language Learners.</p>	<p>\$1,350,000.00</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>Extended Learning Opportunity (ELO) - every school participates in programs for before or after school intervention time. Student recommendation is based off of FastBridge data and teacher recommendation.</p> <p>CCSD Elementary summer school - CCSD provides elementary school age students with intensive 10 day sessions for high quality, research based intervention through summer school sessions that are housed in students' individual buildings with the focus on small student - teacher ratios. CCSD will provide elementary students with summer school learning opportunities as a quick start strategy prior to the incoming school year. The program will cover students entering kindergarten all the way to</p>	<p>\$500,000</p>

<p>6th grade. The goal of the program will focus on a small group ratio of students to teachers to ensure targeted interventions are provided with success.</p> <p>Summer School Secondary - The 16 day secondary summer school provides credit recovery for on-time graduation through direct, in-person instruction and Edgenuity/ Odysseyware credit recovery software.</p> <p>Before and after school enrichment opportunities (STEM, reading, math, problem solving, social emotional learning, fine arts, leadership): these programs increase teacher/student contact time as well as teacher/parent contact time while providing student enrichment opportunities.</p> <p>CCSD Summer Enrichment: CCSD will provide elementary students with an opportunity for enrichment that will encompass various subjects taught throughout the district. The enrichment program will run for 10 days Monday through Friday for 3.5 hours a day. The program will collaborate with both the GATE & STEM program whenever feasible to enhance students' learning experiences. This program will be offered at multiple elementary school sites across the district.</p> <p>CCSD has secured alternate funding for summer school and ELO for school years 2021-22 and 2022-23.</p>	
<p>Equipment and/or Supplies:</p> <p>At the beginning of the COVID-19 pandemic, Campbell County School District purchased 9600 student devices and became a 1:1 district. All K-12 students are provided with a device that is capable of supporting student learning. Additionally, networks in all buildings were upgraded including additional switches and hotspots, to ensure adequate wifi availability. The district intends to continue the 1:1 initiative and will purchase devices as needed.</p> <p>Renew Software (Schoology, FastBridge, Performance Matters, Imagine Learning, Edgenuity)</p> <p>Summer school, enrichment and ELO printing and supplies.</p>	<p>\$50,000</p>

<p>Other Priorities Not Outlined Above:</p> <p>Reading Recovery Teachers (Reading Recovery Intervention)</p> <p>4 FTE at high schools for trailer retake classes in English and Math</p> <p>Instructional Aides (provide evidence based interventions across the district)</p> <p>Instructional Facilitators (Support data analysis through the teaching and learning cycle, coaching and modeling interventions, facilitators of the PLC process)</p>	<p>\$2,100,000</p>
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$4,000,000</p>

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>Campbell County School District intends to utilize the remainder of the funds not set aside for learning loss to continue to address learning gaps and other issues due to the COVID-19 pandemic. Any or all of the following could be paid for from ARP ESSER III funds to meet student, staff and district needs and goals.</p>	
<p>Academic Supports</p> <p>Additional ELL teachers</p> <p>Instructional facilitators</p> <p>Instructional aides</p>	<p>\$8,829,806</p>

<p>Reading Recovery teachers</p> <p>Virtual Education teachers as needed</p> <p>Additional curriculum materials to support recovery of learning loss</p>	
<p>Educator Professional Development</p> <p>AVMR Kits for Math interventions, Jan Richardson Phonics/Phonemic Awareness Intervention training, other intervention professional development as needed. The pandemic has created issues with professional development scheduling, and CCSD has answered this difficulty by providing professional development staff access to ‘train the trainer’ courses which allow our in-house staff to train teachers on research based interventions. This has worked well with AVMR and allowed the district to train more personnel, teachers and instructional aides, to effectively reach more students needing help. As new learning gaps are identified, CCSD will source the appropriate training of core content areas to ensure teachers have the tools necessary to address the gaps.</p> <p>CCSD trained all staff in the implementation of MTSS to support academic, social, emotional and mental health needs of all students. Implementation of a tiered system of academic interventions and professional development supporting the instructional teaching and assessing cycle will support academic loss and enrichment for all students.</p>	<p>\$250,000</p>
<p>Strategies to Address Workforce Challenges</p> <p>Substitute teacher pay increase</p> <p>Vaccination incentives</p> <p>Employing nurses, counselors and mental health specialists</p>	<p>\$6,000,000</p>
<p>Other Priorities Not Outlined Above</p>	

Total Approximate Budget for Investments in Other Allowed Activities	\$ 15,079,806
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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>The Campbell County School District will ensure continuity of services in the educational setting by first addressing the academic, social, emotional, and mental health needs of the students through the framework of Multi-tiered Systems of Support (MTSS) and Response to Intervention (RTI.) This framework is comprised of four essential components: universal screening, progress monitoring, multi-level prevention system, and data-based decision making. This framework is comprehensive and focused on core instruction, student centered learning, individualized student needs, and the alignment of systems necessary for academic, behavior, and social success. This framework offers the potential to create needed systematic change through</p>	<p>In addition to academic screening, FastBridge also contains a behavior screener that identifies students in need of support for social, emotional and mental health. Continued implementation of PBIS at every school in the district will support universal prevention strategies that focus on all students regardless of risk of suicide, substance abuse, trauma history, or identified mental or behavioral health need.</p> <p>School counselors' duties will address social and emotional learning and mental health needs through the following activities: provide school counseling classroom lessons at the elementary level to help support students at higher risk for significant stress or trauma, provide short-term</p>

	<p>intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts. All students will receive high-quality, standards-based, culturally and linguistically relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations, attained through differentiated learning instructional strategies.</p> <p>CCSD trained all staff in the implementation of MTSS to support academic, social, emotional and mental health needs of all students. Implementation of a tiered system of academic interventions and professional development supporting the instructional teaching and assessing cycle will support academic loss and enrichment for all students.</p>	<p>counseling to students who present an emergent need, make referrals for long-term support for those students who may have significant psychological or behavioral concerns returning to school, collaborate with families/teachers/administrators/community for student success, advocate for students at individual education plan meetings and other student focused meetings, analyze data to identify student issues, needs, and challenges, and provide case management for all 504 students, especially with regard to those who may be medically or psychologically fragile.</p>
<p>Students from low-income families</p>	<p>Title I schools provided professional development for instructional support staff in AVMR - Math Recovery and Phonics/word study intervention. Additional staff have been added at Title I schools to support intervention instruction in the areas of reading and math. CCSD will ensure equitable distribution of funds regardless of Title I status</p>	<p>School counselors will address social and emotional learning and mental health needs by: classroom lessons at the elementary level to help support students at higher risk for significant stress or trauma, provide short-term counseling to students who present an emergent need, make referrals for long-term support for those students</p>

	to support low-income families across the district.	who may have significant psychological or behavioral concerns, collaborate with families/teachers/administrators/community for student success.
Students of color	CCSD trained all staff in the implementation of MTSS to support academic, social, emotional and mental health needs of all students. Implementation of a tiered system of academic interventions and professional development supporting the instructional teaching and assessing cycle will support academic loss and enrichment for all students.	All elementary students will be provided social-emotional learning curricula through “Second Step” that promotes equity and cultural relevancy with regard to race.
English learners	CCSD implemented the use of Imagine Learning (Imagine Espanol and Imagine Lectura) to support language acquisition for identified students in ESL schools or Dual Language Immersion Schools. For English Learners in other schools Imagine Language and Literacy is provided to support their language acquisition and understanding of content in instruction. Latino Family Literacy Project, will support literacy by providing technical assistance to parents of identified ELs. This project teaches parents about the importance of reading and	EL students have options in their own language for individual counseling and family counseling from outside agencies by counselors from a variety of Spanish speaking countries, providing cultural context and relevance to the counseling experience. Parenting materials and resource guides have been made available in Spanish that cover academic achievement, career, and social emotional development. CCSD has a bilingual Latina liaison who coordinates activities for the Latino

	<p>allows for families to share their traditions and culture. It increases the number of parents that read with their students as well as parents increasing their literacy skills.</p> <p>CCSD has also hired two additional full time EL teachers beginning with the 2020-2021 school year.</p> <p>CCSD partnered with the University of Wyoming this past Fall 2021 - 2022 to host an ESL Parent Institute that focused on providing parents with both academic and socio-emotional tools to effectively support their students' education. The success of this event and the partnership has resulted in the district patterning in two years of consecutive ESL conferences that will provide educators in our district, and also across the state, the opportunity to share effective instructional strategies to enhance EL students' academic success and socio-emotional well being.</p>	<p>community and the school district, acting as a conduit for parents and students to get help in their respective language with counseling, case management, behavioral concerns, and health management and primary care services.</p>
<p>Students with disabilities</p>	<p>For each student on an Individual Education Plan (IEP), safety-health plans and protocols will be considered and implemented on an individual student basis. To best ensure the safety of both students and staff, CCSD will provide a Free and Appropriate Education</p>	<p>Students with disabilities will be provided with individual education programs that address the complex needs of these individuals with interventions such as self-contained classrooms for students with emotional and behavioral disorders, trauma</p>

	<p>(FAPE) for students on IEPs in the Least Restrictive Environment (LRE) while employing safety practices and procedures that promote student learning. Additionally, students will receive opportunities to a variety of supports and programming to meet their educational needs including but not limited to: extended school year (ESY) as per the child's IEP, counseling for students on IEPs who need social emotional support, and virtual education and homebound opportunities for students on IEPs when brick and mortar programming is not appropriate.</p>	<p>related individual therapy, and behavioral intervention plans. Counselors and teachers will support students through MTSS tier two interventions such as providing behavior intervention plans, environmental accommodations, targeted lessons, and individual or group sessions with school counselors and therapists from the Kid Clinic school based health center. All of these interventions and efforts will be structured with the least restrictive environment in mind.</p>
<p>Students experiencing homelessness</p>	<p>CCSD conducts yearly professional development for staff (such as enrollment personnel, counselors, teachers, building administrators and principals) to inform them of McKinney-Vento rights and services for children and youth in transition. The educational rights of children and youth in transition has been disseminated to all schools in Campbell County. CCSD also ensures community agencies that serve homeless families are made aware of the rights and opportunities of children and youth in homeless situations. Moreover, CCSD undertakes special activities, monitoring graduation rates and</p>	<p>School counselors' duties will include addressing social and emotional learning and mental health needs for students experiencing homelessness. Counselors will help support this at-risk group who may have significant stress or trauma, provide short-term counseling to students who present an emergent need for connection, make referrals for long-term support for those students who may have significant psychological or behavioral concerns due to the nature of homelessness.</p>

	college and career ready status on behalf of unaccompanied homeless youth, including copies of district or school credit accrual strategies/policies specifically available for homeless youth. CCSD will also apply for the ARP Homeless funds to further ensure the needs of students in transition are met.	
Children in foster care	CCSD works with the Department of Family Services to provide the appropriate placement of students in schools that promote and enhance the development of the relationships of the foster parents and school to provide the best academic program available.	In conjunction with other universal social-emotional learning components within the district, school counselors focus on additional support for children in foster care in order to address their unique needs. This includes examination of past traumatic experiences, screening data, and health information.
Migratory students	CCSD currently has not identified any migrant students. However, if students were to be identified, CCSD will provide support for both student and family based on need. The use of federal funds provided to districts for this population would drive this support.	Not having any migratory students at CCSD has permitted us to focus our social-emotional learning efforts on other special categories for the present time. However, CCSD is prepared to address any needs of migrant students that may be identified.

* 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>When COVID-19 caused a disruption of the spring semester of the 2019-20 school term, Campbell County School District (CCSD) was forced to alter the delivery method used to serve our students. An Adapted Learning Plan was implemented to continue to meet the educational needs of CCSD students that included procedures and guidelines for the use of PPE, social distancing, quarantining, facility cleaning and disinfection, gathering size, and other mitigation strategies to limit the spread of COVID. CCSD is dedicated to the health of staff, students, and stakeholders. CCSD’s Strategic Plan is a reflection of the priorities of the district. The two goals (1. Student Achievement, 2. Student/Staff Well-Being) drove the work to reopen our schools in the fall of 2020. A task force was established to develop a comprehensive plan to identify the most appropriate methods for serving our students during the COVID-19 pandemic. In order for the plan to be in compliance, the CCSD task force incorporated all necessary requirements of the Governor of Wyoming, Wyoming Department of Education, and Wyoming Department of Health. In addition, the CCSD task force also considered recommendations of the Center of Disease Control (CDC). The CDC School Decision Tool was utilized to determine the readiness of CCSD to reopen schools. Finally, due to the unknown and fluid nature of COVID-19, the CCSD reopening plan was designed to address several scenarios that could cause CCSD to adjust delivery throughout the 2020-21 and 2021-22 school years.</p>	
<p>Equipment or Supplies</p> <p>CCSD will continue to use COVID Relief funds to purchase cleaning and sanitizing supplies and equipment, personal protective equipment if needed, and training for staff regarding proper cleaning techniques to minimize the spread of COVID-19. CCSD will also use these funds for more frequent replacement of</p>	<p>\$250,000</p>

air filters in HVAC systems throughout the district. CCSD will continue to replace water fountains with more sanitary bottle filler models if requested by building leadership.	
<p>Additional FTE</p> <p>In the beginning of the 2020-21 school year, CCSD hired sanitizers for all schools and saw a dramatic drop in students missing school due to all illness, not just COVID. CCSD continued those sanitizer positions into the 2021-22 school year. Sanitizers spend 6 hours during the school day cleaning high-touch, high-traffic areas. Those positions will be continued as needed to mitigate the spread of COVID.</p>	\$500,000
<p>Other Priorities Not Out-lined Above</p> <p>N/A</p>	
Total Approximate Budget for Mitigation Strategies	\$ 750,000.00

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>N/A</p>	
<p>Project #2</p> <p>N/A</p>	

Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$ 0.00
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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

COVID-19 caused a significant disruption for education during the spring semester of the 2019-20 school term and also the 2020-21 school year with students who choose to pursue virtual instruction instead of in person instruction. In 2019 Campbell County School District (CCSD) was forced to alter the delivery method used to serve our students and move to remote instruction. Knowing this disruption to our instructional delivery had occurred, CCSD invested in strengthening our MTSS process to support ALL students. This now includes universal screening of all students three times a year, providing research based interventions (academic, social and emotional) to support learning loss that is identified by the universal screener and other assessment data. ARP funds will be used as needed to continue this professional development, as well as providing resources of research based interventions to support student needs. CCSD is aware that the continued need of this support will be there as we continue to navigate the pandemic and the impact it has on student learning.

CCSD's Strategic Plan is a reflection of the priorities of the district. Both goals (1. Student Achievement, 2. Student/Staff Well-Being) were kept at the forefront of planning to reopen our schools in the fall of 2020. The task force developed a comprehensive plan to identify the most appropriate methods for serving our students during the COVID-19 pandemic. This plan is fluid in nature and is evaluated and revised as needed to meet the changing educational landscape of the COVID pandemic.

<p>Missed Most In-Person</p> <p>Interventions, ELO, summer school</p>
<p>Did Not Participate in Remote Instruction</p> <p>Interventions, ELO, summer school</p>
<p>At Risk for Dropping Out</p> <p>Social emotional support, Westwood Alternative High School, Credit Recovery, ELO, Summer 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.

CCSD had multiple committees in place prior to COVID-19 to determine the needs of the district at any given time. Those committees include: Cabinet (District Admin), Elementary and Secondary Principals, ESP Supervisors and regular public Board meetings. These committees have continued to meet on a regular basis to address the ever-changing needs of the district during COVID. Additionally, a re-opening task force was formed to discuss and prepare for multiple scenarios for re-opening, and have met during the 2020-2021 and 2021-22 school years to evaluate and adapt the re-opening/ COVID

Response plan as needed. Parents and staff were asked to participate in surveys, with a good response rate from those groups. All the information from the committees, surveys, board members and any other public input, as well as the experience gained since the COVID outbreak began have been used to determine needs to re-open schools successfully for the 2020-21, 2021-22 school years and going forward into 2023 and 2024.

The district began holding meetings in November 2021 to specifically address the use of ARP ESSER funds. The initial meetings sought input from district administrators, two board members and members of the finance team. Follow-up meetings included administration, principals, federal grant managers, elementary and secondary principals, curriculum and professional development personnel, ELL director, homeless liaison, foster care liaison, Title I staff, summer school principals, counselors, technology director, special education staff, human resources and student support services director. This information was presented to the Parent Advisory Council at one of their regularly scheduled meetings. Multiple meetings have been held with the local representative of the Wyoming Education Association in which local and statewide teacher surveys were presented and reviewed. Finally, the district will provide an opportunity for public input in the form of two listening sessions. Parents, students, district staff, and community members will be invited to attend. As the final step, the school board will review and will be asked to approve the ARP Implementation Plan at the January 11, 2022 board meeting.

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

CCSD remains thorough in the efforts to develop plans for the ARP ESSER funds. Our State Superintendent held two town hall style meetings involving students in Gillette, WY in May of 2021. One meeting was held at Rawhide Elementary and one at Sage Valley Junior High. In addition to this, the district has formed an ARP budget committee. This committee is made up of supervisors, administration and two Board members. Leadership meetings in November and December of 2021 contain information regarding grants. Budget and grant funds remain at the forefront of all discussions. Administration held two meetings with WEA Representative Judith Crow. Judy shared results from her survey that she conducted in Campbell County as well as the same survey WEA conducted throughout the State. Our reopening plan is on the district website. Stakeholder input is always encouraged. In addition to the methods above, CCSD will continue to seek active engagement with parents. Parents and stakeholders are encouraged to provide additional feedback related to the effectiveness of the reopening plan. Opportunities for comment are available at both the district and school level. A town hall style listening session is scheduled at Educational Services Center January 5th and 10th, 2022. This advertised meeting is open to students, staff and community members and begins at 4:00 p.m.

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.

CCSD has tasked grant administration of these funds to the Associate Superintendent of Instructional Support and the Administrative Assistant for Grants and Federal Programs. These two positions will ensure all expenditures are allowable, all guidelines are followed and all reporting requirements are met. Expenditures are reviewed monthly as a part of the reimbursement request process. As collection of data elements and reporting requirements are not yet known as of this time, CCSD has not implemented specific procedures for the management of these funds outside the standard policies, procedures and practices for all federal grant funds that ensure compliance with all federal and state regulations regarding federal funds. Beyond the internal controls and procedures within the district to ensure federal funds are expended in accordance with statutes and regulations, CCSD contracts with an independent auditor to perform a yearly single audit of federal funds. It is anticipated that because of the high dollar amount of the ARP ESSER grant, these funds will undergo scrutiny each year by our independent auditors as a part of the single audit process.

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 val