

## **American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School District Plan**

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund was established in response to the immense challenges facing students, educators, staff, schools, and districts in preparing for and responding to COVID-19. The funds are for a wide array of activities to address diverse needs arising from or exacerbated by the pandemic, or to emerge stronger post-pandemic. This includes responding to students' social, emotional, mental health, and academic needs. Because of the unprecedented, one-time funding available to districts, the South Dakota Department of Education (the department) encourages school districts to invest the funding strategically. Investments should provide sustained benefits to students and positively impact the district long-term.

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. Districts must submit this plan to the department by Aug. 20, 2021; all funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024.

The ARP ESSER School District Plan Template is based on the U.S. Department of Education (US ED) Interim Final Rules 34 CFR Chapter II, Docket IDED-2021-OESE-0061 from April 22, 2021, the ARP State Plan issued April 21, 2021 from US ED, and US ED's Frequently Asked Questions issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

**School District:**

**Marion School District 60-3**

**Date of School Board Plan Approval:**

**8/16/2021**

**ARP ESSER School District Plan URL:**

**<https://www.marion.k12.sd.us>**

**Total ARP ESSER Funding Available:**

**\$246,179.00**

**Budgeted to Date:**

**Amount Set Aside for Lost Instructional Time:**

**\$166,000.00**

## Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b>	
N/A	
<b>Equipment and/or Supplies</b>	
N/A	
<b>Additional FTE</b>	
N/A	
<b>Other Priorities Not Outlined Above</b>	
N/A	
<b>Total Approximate Budget for Mitigation Strategies</b>	

## Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see U.S. Department of Education's FAQ A-10 and C-2; districts may also consult the department's Evidence Based Practices Template found under Documents/Resources). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b>	
Historically, our English/Language Arts scores for elementary places over 50% of students in proficient or advanced. The reading series along with supplementary reading programs have contributed to the overall scores. Programs and resources offered through Title I have also contributed to satisfactory achievement scores. Test scores for 2021 are higher than anticipated. However, the data reveals some decline in overall scores. Information from teachers indicate that approximately 15-20% of students in each section were negatively affected by loss of instruction, classroom interaction, and school structure.	

We will be addressing these trends through a combination of addition of a reading and math integrationist, re-teaching, updated technology, and a reading series designed specifically for these areas as well as programs to meet individual learning styles and levels of engagement. MAP assessment will assist in identifying specific areas of learning deficiency. We firmly believe that there is no substitute for in-person instruction for the vast majority of students. We will visit the South Dakota Strong Schools document as a reference of evidence-based practices such as What Works Clearinghouse, Iris, and the Doing What Works Library.

Specific Evidence-Based Interventions (eg., curriculum, assessments)	\$14,000 Reading Series \$14,000 MAP testing 115,000 Interventionist 23,000 Summer Camp
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The District is currently vetting but looking to purchase an elementary reading series that is designed to address identified weaknesses or gaps in student progress and engage student who otherwise are disengaged. We will use the data we have available to drive our instructional path and update curricular needs. The series will contain hard copy reading books, teacher resources, and digital resources.

Opportunities for Extended Learning (eg., summer school, afterschool)  
N/A  
Equipment and/or Supplies  
N/A

Additional FTE  
N/A  
Other Priorities Not Outlined Above

Other Priorities Not Outlined Above

Total Approximate Budget for Academic Impact of Lost Instructional Time	\$166,000
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**Investments Aligned with Student Needs**

3. Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.\*

**Population  
All students**

**Academic**

The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and the new reading program at the elementary. The reading series will provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability

**Social, Emotional, and  
Mental Health**

The social, emotional and mental health needs of our students is of the utmost importance. Therefore, our guidance counselor will hold regular group and individual guidance sessions with students as needed. In addition, the Interventionist employed through this program will also provide personal support in these areas to supplement the academic support.

**Students from low income  
families**

Intervention support will be offered in-school in order to decrease barriers that may impede participation of students from low income families. At elementary intervention will be for reading and math in a pull-out or push-in setting. For middle school, intervention will be through additional reading built into the students' schedule.

All intervention groups are flexible and reflect on-going data so that all students are immersed in grade level content.

The district works closely with DSS/CPS in identifying students at risk for child abuse and neglect. In addition, they work closely with providing families with support available through the Department of Social Services.

In addition, the interventionist employed through this program will also provide personal support in these areas to supplement the academic support.

Students from low income families

Intervention support will be offered in-school in order to decrease barriers that may impede participation of students from low income families. At elementary intervention will be for reading and math in a pull-out or push-in setting. For middle school, intervention will be through additional reading built into the students' schedule.

All intervention groups are flexible and reflect on-going data so that all students are immersed in grade level content.

The district works closely with DSS/CPS in identifying students at risk for child abuse and neglect. In addition, they work closely with providing families with support available through the Department of Social Services.

In addition, the interventionist employed through this program will also provide personal support in these areas to supplement the academic support.

Students of color

Intervention supports are data-driven based on valid, reliable test measures. Students of color will have equal access to intervention support during the school day. At elementary intervention will be for reading and math in a pull-out or push-in setting. For middle school, intervention will be through an additional reading and/or math class period built into the student's schedule. At the high school, an additional class period was added to extend the school day for instructional support in core content areas.

Our approach to learning focuses on building a culturally responsive classroom that is nurturing and inviting for all students. All Preschool through 12th grade students will be engaged in a supportive environment that focuses on the needs of all students. Teachers will build a safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.

## English learners

To support instruction with our ELL students at all grade levels, ESL and classroom teachers will use district and state data to guide instructional decisions. Elementary and Middle School students will have in-school intervention support. Technology applications will be used to further assist high school students beyond the face-to-face instruction of the ELL teacher. The new reading series will provide solid instruction to ensure a strong curriculum meets the needs of all students.

Our approach to learning focuses on building a culturally responsive classroom that is nurturing and inviting for all students. All Preschool through 12th grade students will be engaged in cooperative learning environment. We are fostering their growth in social and academic language.

In addition, the interventionist employed through this program will also provide personal support in these areas to supplement the academic support.

## Children with disabilities

The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and the new reading program at the elementary. The reading series will provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or individual learning styles or levels of engagement.

The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor.

In addition the interventionist employed through this program will also provide personal support in these areas to supplement the academic support.

**Students experiencing homelessness**

**This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.**

**This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.**

**Children in foster care**

**Intervention support will be offered in-school in order to decrease barriers that may impede participation of any foster care students. At elementary intervention will be for reading and math in a pull-out or push-in setting. Additional time for reading and math will be identified in the middle and high schools.**

**The district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.**

**The School will seek professional development for all staff to address heads of foster care youth.**

**Migratory students**

**This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.**

**This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.**

*\*If a population is not traditionally and 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.*

#### **Investments in Other Allowed Activities**

4. Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

<b>Narrative Overview N/A</b>	<b>Approximate Budget</b>
<b>Academic Supports</b> Purchase Elementary Computer Lab for students to aid in implementing NWEA MAPS assessment and various software applications to address differing learning styles. This is an allowable use of funds that is necessary to aid in regular and substantive educational interaction between students and their classroom teachers.	<b>\$20,000</b>
<b>Educator Professional Development</b> N/A	
<b>Interventions that Address Student Well-Being</b> N/A	
<b>Strategies to Address Workforce Challenges</b> N/A	
<b>Other Priorities Not Outlined Above</b> Purchase small bus to enable passengers to increase social distancing while traveling to and from school and to activities. This is an allowable use that is necessary to maintain the operation of and continuity of services at the district.	<b>\$60,000</b>
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$80,000</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.



## Overview

NA

6. Before considering construction activities as part of the district's response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

- a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
- b. Students who did not participate or participated inconsistently in remote instruction

## Overview

**Essential student needs and initiatives to address and combat COVID-19 and meeting the individual a combination of ESSER III funds and District level funds.**

## Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
  - a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
  - b. Students who did not participate or participated inconsistently in remote instruction
  - c. Students most at risk of dropping out

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

## Narrative

### Overview

After reviewing student academic data, attendance, behavior, graduation rates, drop out numbers, and listening to teacher feedback, the District did not identify any significant rates regarding at risk students. No students dropped out. All students who started the year off-site returned to on-site learning

### Missed Most In-Person

**The District is using ARP ESSER funds to support a reading and math interventionist, summer academic programming, NWEA Maps testing, and reading curriculum. We believe that the curriculum and program offerings supported by ARP ESSER and District local funds address the needs of all students including those who have missed the most in-person instruction did not participate or participated inconsistently in remote instruction, and the students most at risk of dropping out of school.**

### **Did Not Participate in Remote Instruction**

**We believe the curriculum and program offerings supported by ARP ESSER and District local funds address the needs of all students including those who have missed the most instruction and students most at-risk of dropping out.**

#### **At Risk for Dropping Out**

**The District is using ARP ESSER funds to support a reading and math interventionist, summer academic programming, NWEA Maps testing, and reading curriculum. We believe that the curriculum and program offerings supported by ARP ESSER and District local funds address the needs of all students including those who have missed the most in-person instruction did not participate or participated inconsistently in remote instruction, and the students most at risk of dropping out of school.**

8. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

#### **Overview, including the three highest priority needs that emerged from consultation**

**Every effort was made to communicate where we were at academically and socially in regards to the virus. We have now had time to process all of the information and outcomes from the previous year and have identified the following needs:**

- **Develop a simple and coherent Safe Return and Continuity of Learning plan.**
- **Find resources that allow us to identify and assist with the academic learning needs of students and respond to any learning loss through assessment, reading series, and a full-time interventionist as well as address social emotional and mental health of both staff and students.**
- **Continue to build on the success of frequent communication with parents, students, and community stakeholders concerning changes to the prevalence of the virus and the changes the district make in response to those changes**

#### **Students**

**The District staff monitored the progress and social interaction of all students. If there was a perceived change in attitude, behavior, or productivity that student was referred to the guidance counselor. We also utilized attendance and behavior data reports to monitor student progress and level of engagement.**

#### **Families**

**The District utilized direct mailings, web site and our student information system to communicate directly with families over a variety of platforms. Parents were encouraged to contact the District with any questions or concerns surrounding current practices or decisions made. Much of those conversations were the driving force behind the items identified in this plan and being requested as expenditures for ARP funds.**

#### **School and district administrators (including special education administrators)**

**Administrative meetings were held weekly to discuss the number of cases, concerns, priorities and interventions needed in response to COVID to insure our students were progressing through the use of the ARP funding.**

**Teachers, principals, school leaders, other educators, school staff, and their unions**

**Input has been sought several times from staff as to what they have been seeing with the students and what additional curricular items they may need to meet the needs identified which was have used as a bases for intervention programs being considered.**

**Tribes (for affected LEAs under Section 8538 of the ESEA)**

**N/A**

**Civil rights organizations (including disability rights organizations), as applicable**

**N/A**

**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**

**All stakeholders have had an open invitation to provide input and participate in discussions concerning COVID-19. During regular board meetings, time was taken to discuss mitigation strategies and answer questions. The same communications and surveys mentioned above applied to all levels of stakeholders regardless of ability or orientation. Moving forward we plan to utilize an advisory group from the community and conduct ongoing surveys of the effectiveness of the plan.**

**The public**

**Abundant effort was taken to communicate, and solicit feedback from the general public through various information outlets including the local papers, social media platforms, and the District webpage.**

#### **District Assurance of Regular Review**

The South Dakota Department of Education will collect assurances from superintendents that ARP ESSER Plans have been reviewed, available for public comment, and amended if necessary at these points during the school year:

December 2021 (in conjunction with December Child Count)

June 2022 (in conjunction with Year-End Sign-off)

December 2022 (in conjunction with December Child Count)

June 2023 (in conjunction with Year-End Sign-off)

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.