

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

Updated: 8/14/2023

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: Wessington Springs 36-2	Total ARP ESSER Funding Available: \$506,398.00
Date of School Board Plan Approval: November 16, 2021	Budgeted to Date: \$506,398.00
ARP ESSER School District Plan URL: https://www.wessingtonsprings.k12.sd.us/ page/arp-esser-safe-return-plan-2021-24	Amount Set Aside for Lost Instructional Time: \$148,800.00

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.

Narrative	Approximate Budget
Overview Wessington Springs will use funds to support a third, full time, custodian for the 2021-22, 2022-23, and 2023-24 school years to assist with additional cleaning and sanitation. Additionally, the district will purchase custodial supplies for deep cleaning, a new school bus to support additional routes with fewer students, and athletic equipment to increase distancing.	
Equipment and/or Supplies <ul style="list-style-type: none">▪ Cleaning supplies (\$359).▪ Football blocking sled (\$5,442).	\$5,800.00
Additional FTE 1.0 FTE for three school years custodial (includes salary and taxes).	\$76,000.00
Other Priorities Not Outlined Above School buses.	\$145,000.00
Total Approximate Budget for Mitigation Strategies	\$226,500.00

Academic Impact of Lost Instructional Time

- 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 here). 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.

Narrative	Approximate Budget
<p>Overview</p> <p>Wessington Springs will provide students with individual and small group interventions with additional staff resources. As an integral component of Response to Intervention (RTI) programs, providing students with small group learning opportunities as a Tier 2 protocol is a well documented research based practice for both language arts and mathematics instruction (Begeny, J. C., Levy, R. A., & Field, S. A., 2018; Farley, K. S., Piasta, S., Dogucu, M., & O'Connell, A., 2017; Fuchs et al., 2005). The small group instructional practice is also a key component of providing summer learning opportunities for students (Kidron & Lindsay, 2014; Kim & Quinn, 2013; Lauer et al., 2006; Quinn et al., 2014; Sawchuk, 2020; Xie, C., Neitzel, A., Cheung, A., & Slavin, R. E., 2021). The additional staff allows the district to provide small group opportunities for focused language arts and mathematics instruction for students with learning loss as identified by Smarter Balanced and STAR benchmark assessments.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>N/A</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>The district will provide a four week summer school for students identified for additional support by classroom teachers using end of year tests, classroom grades, and benchmark assessments. Summer school programs will be offered in the summer of 2022 (FY2023) and 2023 (FY2024).</p>	<p>\$14,800.00</p>
<p>Equipment and/or Supplies</p> <p>Computer equipment.</p>	<p>\$39,000.00</p>
<p>Additional FTE</p> <p>The district will use 0.6 FTE for a Paraprofessional at the elementary school, 1.0 FTE for a Paraprofessional at the colony school, 1.0 FTE for a Paraprofessional at the MS school, 1.0 FTE for a Paraprofessional at the HS school to provide the small group instruction and remediation for students. These positions will be funded for three years (FY2022, FY2023, and FY2024).</p>	<p>\$95,000.00</p>
<p>Other Priorities Not Outlined Above</p> <p>N/A</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$148,800.00</p>

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	Academic	Social, Emotional, and Mental Health
All students	The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>The school counselor works with students regularly to provide support for social, emotional, and mental health.</p>
Students from low income families	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>Staff will monitor the need for internet access and work with the Technology Director and community partners to ensure all students have the available resources to access school material. School supplies will be made available for any student experiencing a hardship through community programs.</p>	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>The school counselor will meet regularly with low income students to determine student needs and will provide support for social, emotional, and mental health.</p> <p>Additional counseling services will be provided for those students in need of support.</p>
Students of color	The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.	The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.

	<p>The school counselors and principals will also monitor attendance in Infinite Campus and work with parents to ensure minority students attend school and maintain academic progress.</p>	<p>The school counselor will meet regularly with students of color to determine student needs and will provide support for social, emotional, and mental health.</p> <p>Additional counseling services will be provided for those students in need of support.</p>
English learners	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>Teachers, principals, and the school counselor, will assist with ELL student data analysis using ACCESS test scores. Additional support for ELL students will be provided as both pull out sessions in small groups and integrated supports in the classroom as needed.</p>	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>The school counselor will meet regularly with ELL students to determine student needs and will provide support for social, emotional, and mental health.</p> <p>Additional counseling services will be provided for those students in need of support.</p>
Children with disabilities	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>The special education director, the special education teachers, and school counselor will work with parents through the IEP process to identify individual needs each student has related to his or her disability.</p>	<p>The district will evaluate the recommended interventions through assessments, observation, feedback from staff, students, parents, and results from state and benchmark assessments.</p> <p>The school counselor will meet regularly with special education students to determine student needs and will provide support for social, emotional, and mental health.</p> <p>Additional counseling services will be provided for those students in need of support.</p>

Students experiencing homelessness	Subgroup is not present in the student population.	Subgroup is not present in the student population.
Children in foster care	Subgroup is not present in the student population.	Subgroup is not present in the student population.
Migratory students	Subgroup is not present in the student population.	Subgroup is not present in the student population.

**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.

Narrative	Approximate Budget
Overview The district will provide equipment, activities, and supports that address student needs including social emotional support, nutrition services, athletic activities, and transportation.	
Academic Supports 0.35 FTE to support a new Cyber School Facilitator.	\$20,000.00
Educator Professional Development Workshop for the school counselor to develop techniques and strategies to teach students how to reduce stress and anxiety.	\$1,795.00
Interventions that Address Student Well-Being One staff member to provide free breakfast for students at the Middle/High school building for two years (FY2022 & FY2023). Behavioral Analyst (CORE).	\$17,929.00
Strategies to Address Workforce Challenges Retention bonuses for staff.	\$45,000.00
Other Priorities Not Outlined Above <ul style="list-style-type: none"> ▪ Additional shelving unite in the kitchen (\$3,958.00). ▪ Cyber liability insurance for two years due to increased number of students in the district cyber school (\$6,250.00). ▪ Weight room equipment to provide additional access for students (\$6,035.00). ▪ Two ovens for the cafeteria to replace current units and improve capacity (\$8,632.00). ▪ Indirect costs (\$2,337). ▪ Student awards recognition printer (\$1000). ▪ Motivational speaker (\$2,000). ▪ Supplies for promoting healthy lifestyles (\$908). ▪ Additional days for administrators to review data, collaborate with districts, implement additional strategies (\$15,000). 	\$46,120.00
Total Approximate Budget for Investments in Other Allowed Activities	\$130,844.00

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	Approximate Budget
Overview N/A	
Project #1	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	

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.

Narrative	Approximate Budget
Overview Wessington Springs will continue to allocate resources to meet student needs. Existing programs have been established which support academic achievement for all students which include but are not limited to, reading interventions, after school tutoring, and leveled course offerings. Specialized programs are provided for English Language Learners, students with special needs, and minority students. A comprehensive capital outlay plan has been established to address technology, building maintenance, and curriculum needs. These funds support, but are not limited to, lower student to teacher ratios, ongoing professional development, and parental involvement activities.	\$9,577,741.00

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:
- 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
 - Students most at risk of dropping out of school.

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

Narrative
<p>Overview The district will use Infinite Campus credit summaries and attendance data, STARS report for chronic absenteeism and warning report, and input from staff and families to identify at risk students. The school counselor, the curriculum director, and school principals will facilitate planning and developing an individualized plan for each student. Plans will incorporate credit recovery, work-based learning, post-secondary skills, and outside agency resources.</p>
<p>Missed Most In-Person The district will use Infinite Campus credit summaries and attendance data, STARS report for chronic absenteeism and warning report, and input from staff and families to identify at risk students. The school counselor, the curriculum director, and school principals will facilitate planning and developing an individualized plan for each student. Plans will incorporate credit recovery, work-based learning, post-secondary skills, and outside agency resources.</p>
<p>Did Not Participate in Remote Instruction The district will use Infinite Campus credit summaries and attendance data, STARS report for chronic absenteeism and warning report, and input from staff and families to identify at risk students. The school counselor, the curriculum director, and school principals will facilitate planning and developing an individualized plan for each student. Plans will incorporate credit recovery, work-based learning, post-secondary skills, and outside agency resources.</p>
<p>At Risk for Dropping Out The district will use Infinite Campus credit summaries and attendance data, STARS report for chronic absenteeism and warning report, and input from staff and families to identify at risk students. The school counselor, the curriculum director, and school principals will facilitate planning and developing an individualized plan for each student. Plans will incorporate credit recovery, work-based learning, post-secondary skills, and outside agency resources.</p>

Stakeholder Consultation:

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.

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p> <p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>
<p>Students</p> <p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p> <p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>
<p>Families</p> <p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p> <p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>
<p>School and district administrators (including special education administrators)</p> <p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p> <p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p> <p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>N/A</p>

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

<p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p>
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<p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>

<p>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</p>

<p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p>
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<p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>

<p>The public</p>

<p>The district created a Safe Return / ARP ESSER III committee composed of staff, students, parents, and community stakeholders. The committee will meet regularly (at least every 6 months) to review the plan as required by the grant.</p>
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<p>Committee reports will be presented to the school board for approval and adoption as required by the grant schedule.</p>

<p>Public comments are also received through a website form located on the ARP ESSER webpage where the plan is stored.</p>
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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.