

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

Updated: 6/2/2021

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: Northwestern Area School District 56-7	Total ARP ESSER Funding Available: \$514,513
Date of School Board Plan Approval: 9-12-2021	Budgeted to Date: \$514,513
ARP ESSER School District Plan URL: www.northwestern.k12.sd.us 63,	Amount Set Aside for Lost Instructional Time: \$125,684

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 NA	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	

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 [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
Overview With the ESSER III funds we would like to use a portion of the 20% to fund a before and/or after school program for tutoring to help the students that suffered from learning losses. The students would get one-on-one instruction from certified teachers to help them in the academic areas that they are struggling in. Also included in the budget is the purchase of a reading and social studies curriculum for K-5. The new curriculum will help ensure principal effectiveness and equip the teachers with the proper materials for effective teaching.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) NWEA Map Testing, STARS, and DIBLES testing and assessments will be used to assess and then mitigate the learning loss that was created due to the Covid-19 pandemic.	
Opportunities for Extended Learning (eg., summer school, afterschool) Tutoring students experiencing learning loss-certified teachers on staff will provide one-to-one instruction for students after school. Online credit recovery for those students that may need to retake a course.	\$12,100

Equipment and/or Supplies Social Studies Curriculum in K-5 Reading Curriculum in K-5 Online Reading Licenses D2L – Learning Platform	\$113,584
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$125,684

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	Academic needs of students that have been impacted by the Covid-19 pandemic will be met through the individual one-to-one tutoring program for students with identified gaps in learning. A learning platform purchased to have an online learning management system, to coordinate and facilitate online learning. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. The staff will be trained to identify students needs through the assessments in place.
Students from low income families	We will be able to address the needs of these families by their academic performances and get them the needed help to be successful in areas that they are struggling in. Our Title program will serve those students identified that need extended instruction. New curriculum will help	Some low-income families faced job losses or reduction in hours. This increased the stress in their lives. We will help to elevate this stress by continuing to make aware the free breakfast and lunches, along with a counselor for the students to take to

	to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	if they are experiencing any social, emotional or mental health needs.
Students of color	Students of color who have been identified below grade level by assessments will have the opportunity to received one-to-one tutoring services to make up any learning loss they may have encountered. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. We will monitor any students of color to make sure they are getting the counseling services needed.
English learners	English learners require additional time to increase their academic language. We will implement research-based strategies to support academic language in each class. We will provide one-to-one tutoring for them to gain more language skills. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. English learners may be experiencing additional stressors from last year due to less contact available. We will make accommodations for them to feel comfortable by offering counseling services if needed.
Children with disabilities	All students with disabilities have access to the after school tutoring services for any academic instruction they may be needing. All accommodations will be made as is noted in each of their Individual Education Programs. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. Students with disabilities may be experiencing enhanced anxiety, depression and other mental health issues. We will provide counseling services where needed.

Students experiencing homelessness	Students experiencing homelessness that are identified as performing below grade level, will be provided the opportunity for tutoring services available after school. We will provide bussing services as needed to make these services less stressful. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. Students experiencing homelessness may be experiencing enhanced anxiety, depression and other mental health issues. We will provide counseling services where needed.
Children in foster care	The covid-19 pandemic may increase stressors for children in foster care. Students identified as performing below grade level will be provided an opportunity to receive tutoring services after school. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. Children in foster care may be experiencing enhanced anxiety, depression and other mental health issues. We will provide counseling services where needed.
Migratory students	Migrant students identified as performing below grade level will be offered the opportunity to receive tutoring services after school. New curriculum will help to facilitate the academic needs of those students impacted by the pandemic by having new learning resources.	All staff from administration, counselors, teachers and paraprofessionals will be supporting the students to make sure they get the needed resources from the after/before school sessions to meet their needs. When migrant students are identified, we will have the counselor meet with them to discuss any needs they may have. Whether it be social services, counseling services, or awareness to free breakfast and lunches.

**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
<p>Overview – Purchasing educational technology for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p> <p>School facility improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p> <p>Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA.</p>	
<p>Academic Supports Ipad with cases & keyboards, computers, wireless networking with access points, controller & switches</p>	<p>\$182,750</p>
<p>Educator Professional Development</p>	
<p>Interventions that Address Student Well-Being To help maintain the highest security and well being of students we will be upgrading the security door system</p> <p>Purchase cleaning materials and supplies to keep the building well maintained</p> <p>Purchase a 65 passenger bus to help with social distancing while traveling</p>	<p>\$5,000</p> <p>\$1,079</p> <p>\$71,388</p>
<p>Strategies to Address Workforce Challenges</p>	
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$260,217</p>

- 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 We have planned remodel middle school and high school rooms including band room and ag room to give the students more space and to improve the air quality. We are also constructing a new gym to accommodate the space we will be taking for the classrooms	
Project #1 Professional Services for remodel/building project	\$128,612
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$128,612

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 N/A	

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
Overview The Northwestern Area School District 56-7 tracks daily student attendance using Infinite Campus. When the students have missed a certain number of days, the administration will reach out to them to get more information on why they are missing so many classes.

Northwestern Area School District administration team reviews attendance patterns, academic progress, and family situations that may deter academic success.
Missed Most In-Person As we identify the students who have missed the most in-person school days through our attendance tracking in Infinite Campus, we will meet with the parents and students to see how we can re-engage the students to meet their needs and provide them with a stable and appropriate learning environment to help them succeed. This would be through after school tutoring provided through ESSER funding and possible on-line course work for credit-recovery, if needed.
Did Not Participate in Remote Instruction As we identify the students who did not participate in remote instruction through our attendance tracking in Infinite Campus, we will meet with the parents and students to see how we can re-engage the students to meet their needs and provide them with a stable and appropriate learning environment to help them succeed. This would be through after school tutoring provided through ESSER funding and possible on-line course work for credit-recovery, if needed.
At Risk for Dropping Out As we identify the students who are at risk for dropping out through our attendance tracking in Infinite Campus, academic marks, family circumstances, we will meet with the parents and students to see how we can re-engage the students to meet their needs and provide them with a stable and appropriate learning environment to help them succeed. This would be through after school tutoring provided through ESSER funding and possible on-line course work for credit-recovery, if needed.

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
Overview, including the three highest priority needs that emerged from consultation Northwestern Area School District communicated to our stakeholders through public comments at school board meetings, email communications to the public, open door policy for the administration and website postings.
The three highest priority needs are the following: <ol style="list-style-type: none"> 1. Continue to provide in-person educational services to meet the needs of all students 2. Provide extra tutoring for students that have suffered learning losses

3. Provide a safe and secure, healthy, clean learning environment during this pandemic
Students Student input is always welcome and gathered through student council meetings, public meetings and our open door policy.
Families We receive input from families at our public board meetings, through emails and person to person meetings at various events at the school.
School and district administrators (including special education administrators) The school administrators have been involved in developing the ESSER III plans at all levels. As we are a small school, we are able to have meetings to discuss what the best plans are for the school with input and feedback from all different areas.
Teachers, principals, school leaders, other educators, school staff, and their unions Feedback is compiled from school leaders, teachers and school staff. We do not have a union but if we did, the feedback received would always be welcomed. We have weekly staff meetings, public input at board meetings and an open door policy for anyone wanting to discuss this.
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) We do not have any tribes in our district.
Civil rights organizations (including disability rights organizations), as applicable Input from the groups listed above was and will continue to be gathered during public input at school board meetings and emails from these organizations.
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 Input from the groups listed above was and will continue to be gathered during public input at school board meetings and emails from these organizations. We always gather input from these groups at various events and our open-door policy for those wanting to express their opinions.
The public Input from the groups listed above was and will continue to be gathered during public input at school board meetings and emails from these organizations.

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.