

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

Updated: 06/12/2023

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.

<b>School District:</b> Watertown School District #14-4	<b>Total ARP ESSER Funding Available:</b> \$4,679,132.00
<b>Date of School Board Plan Approval:</b> August 9, 2021	<b>Budgeted to Date:</b> \$4,679,132.00
<b>ARP ESSER School District Plan URL:</b> <a href="http://Watertown.k12.sd.us">Watertown.k12.sd.us</a>	<b>Amount Set Aside for Lost Instructional Time:</b> \$935,826.00

## 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
<b>Overview</b> NOT AVAILABLE – Prevention and Mitigation Strategies supported with ESSER I & II.	
<b>Equipment and/or Supplies</b>	
<b>Additional FTE</b>	
<b>Other Priorities Not Outlined Above</b>	
<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 [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
<b>Overview</b> Identified students in the Watertown School District will continue to receive supplemental services from interventionists at all levels, utilizing research-based interventions that target their specific skill gaps. Progress monitoring will be conducted weekly, with reviews facilitated by our literacy coaches and principals to ensure that the selected interventions are most effective. Our instructional coaches will help lead implementation and training of a new assessment platform and specifically utilize the data to differentiate instruction for all learners. Additional supports of learning loss will be addressed through increased summer school support and early learning initiatives.	
<b>Specific Evidence-Based Interventions</b>	
<b>Opportunities for Extended Learning</b> Summer School (\$200,000.00) & Early Learning Initiatives (\$83,007.00)	\$283,007.00
<b>Equipment and/or Supplies</b>	

<b>Additional FTE</b> (1.0 FTE) FY22-FY24 Alternative Education Instructor – High School	\$177,880.00
<b>FTE Coverage</b> (2.0 FTE) FY23-FY24 Literacy Coaches; (5.0 FTE) FY22-FY24 Interventionists; (2.0 FTE) FY22-FY24 Academic Recovery; (1.0 FTE) FY22-FY24 Instructional Coach	\$2,137,310.00
<b>Other Priorities Not Outlined Above</b> Curriculum and Professional Development to assist with social, emotional, and mental health	\$50,000.00
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$2,648,197.00</b>

### Investments Aligned with Student Needs

- 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
<b>All students</b>	Our district participates in response-to-intervention screening three times per year. Using the data from our AIMSweb Plus assessments, we have carefully tracked the academic needs of all learners in Reading and Math. Identified students receive supplemental services from our interventionists at all levels, utilizing research-based interventions that target their specific skill gaps. Through the pandemic, our identified student numbers have increased. Progress monitoring is conducted weekly, with reviews facilitated by our literacy coaches and principals to ensure that the selected interventions are most effective. This process also identifies our summer school participants. In FY22 we will be implementing the NWEA Map assessments in order to better identify specific skill deficits. Our instructional coaches will help lead the implementation and training of this program, specifically utilizing the data to differentiate instruction for all learners. The High School alternative education instructor will work with students who continue their online learning, as well as those who	In response to emerging COVID-19 effects, our counselors and social emotional learning (SEL) team will be implementing updated Second Step curriculum for grades K-8. These lessons will be delivered as Tier I instruction to all students. The delivery of instruction to all students will meet the needs of identified subgroups through evaluation of each student's identifiable and specific needs. At the high school level, a newly adopted Advisory program will use the SEL based curriculum (Character Strong) to address growth mind-set and character, in addition to enhancing relationships between students and teachers. The goal is to ensure that all students feel connected to at least one supportive adult they can rely upon. Goals will be identified and supported through identification of behaviors and continued evaluation of mental health evaluations. This will allow staff to more readily identify needs and concerns. Professional development will support SEL efforts, specifically addressing student's mental health needs

	have returned to school and have gaps in learning. The Academic Resource Center teachers offer credit recovery options as well as night school opportunities to address off-grade level needs, often caused by the COVID learning interruption. Early learning needs will be assessed, as increasing numbers of students are not able to participate in preschool programs and are therefore coming unprepared for the academic rigor of Kindergarten.	and increasing our suicide prevention efforts.
<b>Students from low income families</b>	As a school wide Title district, we have low-income students in each of our buildings. Our interventionists provide services to address academic needs of students through the RTI process.	See response identified under <b>All students</b> .
<b>Students of color</b>	Students of color will be afforded the same services and opportunities to meet their needs. At the high school, our instructional coaches assist with School Improvement efforts surrounding our Native American population of needs.	See response identified under <b>All students</b> .
<b>English learners</b>	Many of our English learners chose the online learning option in FY21. This adversely affected their exposure to English speakers. The summer school program will provide them with supportive services to address learning loss. Expanded summer school with transportation will allow our ELL learners to participate more easily.	See response identified under <b>All students</b> .
<b>Children with disabilities</b>	Our special education instructional coach provides support to online learners with identified disabilities, as well as working with special education staff to best meet the needs of IEP students.	See response identified under <b>All students</b> .
<b>Students experiencing homelessness</b>	With our K-12 1:1 technology access, all students, including those experiencing homelessness, are able to participate in online learning. Our district has worked to provide online connection for any students in need, including those who are homeless, low-income, migratory, or English learners. This allows them to keep up with peers with no interruption of service.	See response identified under <b>All students</b> .

<b>Children in foster care</b>	Children in foster care will be afforded the same services and opportunities to meet their needs. Students will also have access to summer programming if needed.	See response identified under <b>All students</b> .
<b>Migratory students</b>	Migratory students are addressed in conjunction with many of our English Language Learners (ELL). One of our instructional coaches specializes in ELL instruction, and provides support to general education teachers to best meet the academic needs through comprehensible input, sheltered instruction, and differentiation.	See response identified under <b>All students</b> .

*\*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

- 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</b>	<b>Approximate Budget</b>
<b>Overview</b> Technology supports to enhance learning. Strategic planning for the District.	
<b>Academic Supports</b> Technology; Grades 5 & 6 I-Pads. Technology; Lease Purchase – High School. Technology; Interactive Panels – Elementary Buildings. Campus Messenger; District Wide.	\$1,975,935.00
<b>Educator Professional Development</b>	
<b>Interventions that Address Student Well-Being</b>	
<b>Strategies to Address Workforce Challenges</b>	
<b>Other Priorities Not Outlined Above</b> Strategic planning for the District.	\$55,000.00
<b>Total Approximate Budget for Investments in Other Allowed Activities</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.

Narrative	Approximate Budget
<b>Overview</b> NOT AVAILABLE	
<b>Project #1</b>	
<b>Project #2</b>	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	

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
<b>Overview</b>	

### 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
<b>Overview</b> The same efforts explained in <b>Investments Aligned with Student Needs</b> will be used to engage students at risk. Summer school, intervention programs in Math and Reading, early learning initiatives,

the ARC services and credit recovery all support students in need. Students have been identified through our RTI screening, homeroom placements, and advisories. We will work to reengage them with alternative curriculum (APEX, Zearn, Learning A to Z, ALEKS Math, Achieve 3000).
<b>Missed Most In-Person</b> The attendance of students who missed large amounts of in-person learning has been tracked and reviewed, with continued efforts by instructional coaches, principals, and SEL team members to encourage them to return to school.
<b>Did Not Participate in Remote Instruction</b> Students who did not participate in remote instruction were required to return to in-person learning during quarter four, and continue to be supported by our instructional coaches, as well as our interventionists at all levels. They were required to attend summer school with in-person support in small groups to catch up on identified skills and curriculum.
<b>At Risk for Dropping Out</b> Our high school Academic Resource Center (ARC) specifically focuses on students who are at risk for dropping out. They track off-grade-level students, and offer credit recovery and repair options to secure credits for students.

### Stakeholder Consultation:

- 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
<b>Overview, including the three highest priority needs that emerged from consultation</b> The Watertown School District hosted a <i>Return to Learn School Taskforce</i> on Tuesday, July 27 <sup>th</sup> to provide meaningful consultation to stakeholders and the identified groups as noted below. The three highest priority needs that emerged from consultation was continued support of the programs the District has in place that support District initiatives as well as support students and employees as a whole. Mental health awareness and support was identified as a high need. Continued support of technology updates was also noted.
<b>Students</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.
<b>Families</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.
<b>School and district administrators (including special education administrators)</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.
<b>Teachers, principals, school leaders, other educators, school staff, and their unions</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.
<b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.
<b>Civil rights organizations (including disability rights organizations), as applicable</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.
<b>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</b> District <i>Return to Learn School Taskforce</i> held on Tuesday, July 27 <sup>th</sup> . Discussed at public school board meetings.

**The public**

*District Return to Learn School Taskforce* held on Tuesday, July 27<sup>th</sup>.  
Discussed at public school board meetings.

**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.