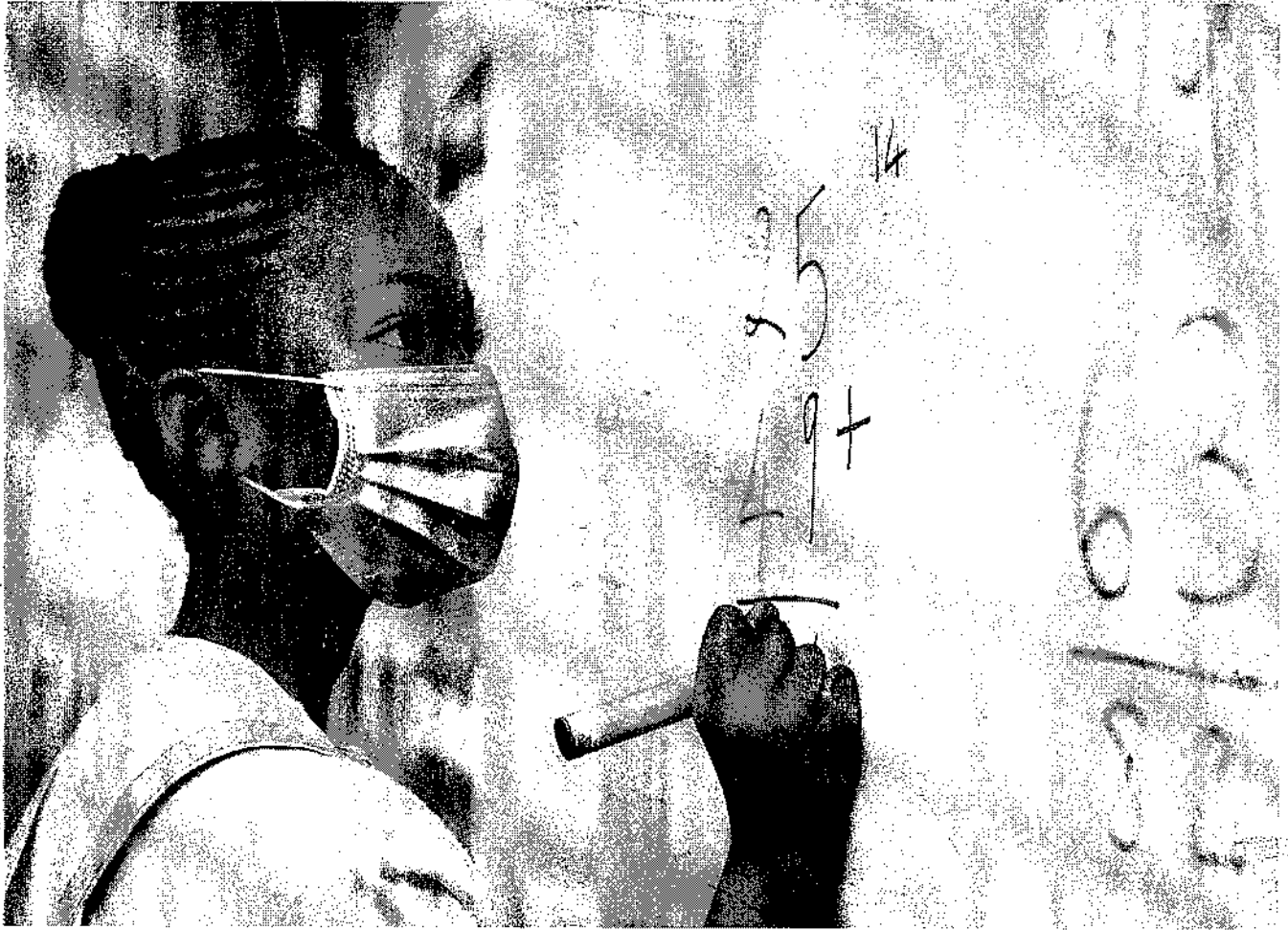


ARP ESSER Plan



LEA Name

Marion 10

Email

Website

<https://www.marion.k12.sc.us/>

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843-423-1811

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29571

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Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). This legislation awards grants to state educational agencies (SEAs) for providing local educational agencies (LEAs, i.e., school districts) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

South Carolina will receive \$2,112,051,487 in ARP ESSER funds from the ARP Act, with 90 percent being awarded to LEAs with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020. The remaining funds to South Carolina will be used for state-level activities to address issues caused by COVID-19.



This plan describes how the LEA will use funds that it is awarded under the ARP ESSER program. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the ARP ESSER grant terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, 86 FR 21195.

ARP ESSER Budget Overview

Total Amount of LEA Award

\$22,435,682.00

Required 20 Percent for Learning Loss

\$4,487,136.40

Funds for Prevention and Mitigation Strategies

In the text field below, describe the extent to which and how the LEA will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

(Click box to scroll)

ARP ESSER High Level Budget

Note: The total amounts below must match the LEA's ARP ESSER Budget that details expenditures by allowable activity. A description of the ARP ESSER allowable activities are online on the [ARP Act ESSER Spending Categories webpage](#).

ARP ESSER Allowable Activity	Budgeted Amount
Learning Loss (20% required)	\$4,550,000.00
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	
Coordination, preparedness, and response efforts	
Activities to address unique needs of specific students	\$515,000.00
Improving preparedness and response efforts	
Training and professional development on sanitation	
Supplies to sanitize and clean facilities	
Planning, coordinating, and implementing school closures	
Educational technology	\$1,500,000.00
Mental health services and supports	\$850,000.00
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	
Addressing learning loss among students (in addition to Learning Loss budgeted above)	\$735,682.00
School facility repairs and improvements	\$11,040,000.00
Improving indoor air quality	\$2,000,000.00
Developing and implementing public health protocols	\$50,000.00
Other activities to maintain operation and continuity of services	\$1,195,000.00
Total Budget	\$22,435,682.00

Activities to Address Learning Loss

ARP ESSER Learning Loss Requirements

The LEA must use 20 percent of the funds it receives under the ARP ESSER program to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. The LEA should duplicate or align with the goals, strategies, and evidence-based interventions in its Academic Recovery Plan to minimize duplication of efforts.

Academic Recovery Plan – English Language Arts (click box to scroll)

Reading Interventionists
Reading Recovery extension of services
Class size reduction
Individual online tutoring
Software
Teacher Training and Consultants
Summer Learning/Afterschool

Academic Recovery Plan – Mathematics (click box to scroll)

Interventionist will be responsible for supporting student achievement in targeted areas with special attention to Tier II and III instruction. The Interventionist provides individual or small group instruction to students who are struggling academically.

Math Interventionists
Class size reduction
Individual online tutoring
Software
Teacher Training and Consultants for implementation with fidelity

Academic Recovery Plan – Social, Emotional, Behavioral and Mental Health (click box to scroll)

Academic Recovery Plan – Other Activities (click box to scroll)

Outdoor learning equipment

Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the [ARP ESSER Spending Plan Categories webpage](#).

Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act
Description of Planned Activities if applicable (click box to scroll)

Coordination, preparedness, and response efforts
Description of Planned Activities if applicable (click box to scroll)

Activities to address unique needs of specific students
Description of Planned Activities if applicable (click box to scroll)

Virtual Academy
Montesori

Improving preparedness and response efforts

Description of Planned Activities if applicable (click box to scroll)

Training and professional development on sanitation Description of
Planned Activities if applicable (click box to scroll)**Supplies to sanitize and clean facilities**

Description of Planned Activities if applicable (click box to scroll)

Planning, coordinating, and implementing school closures

Description of Planned Activities if applicable (click box to scroll)

Educational technology

Description of Planned Activities if applicable (click box to scroll)

Student and teacher devices, renewal, servers, classroom digital boards and any other equipment to ensure seamless virtual delivery of instruction as needed
Internet connectivity ie hotspots and service for at least 1/4 of our student population based on data gathered through previous times when digital was the singular instruction delivery option

Mental health services and supports

Description of Planned Activities if applicable (click box to scroll)

Employee stipends based on completion of SEL modules that equip staff members to properly address and properly route student mental health issues ie proper protocol for suicide, child abuse and or cultural bias that are magnified as a result of isolation and lack of socialization due to COVID

Mental Health Counselors (purchased service through Pee Dee Mental Health)

Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)

Description of Planned Activities if applicable (click box to scroll)

Addressing learning loss among students (in addition to Learning Loss budgeted above)

Description of Planned Activities if applicable (click box to scroll)

Training and Consultants
Targeted Academic Software based on individual needs and interventions
STEM instructional supplies
Fine Arts Initiatives

School facility repairs and improvements

Description of Planned Activities if applicable (click box to scroll)

High School
Multipurpose Room
Water Stations

Improving indoor air quality

Description of Planned Activities if applicable (click box to scroll)

HVAC System

Developing and implementing public health protocols

Description of Planned Activities if applicable (click box to scroll)

Digital Billboard/Marquee

Given the district's commitment to comply with all public health guidance to the greatest extent practicable, it is necessary that all manners of communication to all stakeholders is exhausted. It is imperative to be able to share tips and protocols as means to keep students, staff, teachers, administrators, bus drivers, and the community in which we all reside safe. Digital billboard and or marquees will be used as another avenue to disseminate pertinent information regarding safety protocols, recommendations, and expectations.

Other activities to maintain operation and continuity of services

Description of Planned Activities if applicable (click box to scroll)

ESSER Oversight
Custodian earnings for additional work requirements
COVID Leave
Human Resources and Finance Software

Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements to address the academic impact of lost instructional time 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. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication. (click box to scroll)

In order to respond to the academic, social, emotional, and mental health needs of all students all proposed expenditures in ARP ESSER are centered around research based strategies, curriculum, and procedures. Each activity is intended to provide a safe and healthy learning environment as well as boost reading and mathematics skills, and address social, emotional, and mental wellness. The district will monitor progress and adjust strategies and interventions for all students based on need.

Consultation and Public Input

The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA must engage in meaningful consultation with each of the following, to the extent that they are present in or served by the LEA: Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Description of how public input was obtained (click box to scroll)

Marion County School District made several attempts to gather public input for the spending of the ARP ESSER funds. There was a link for input on our website. An effort was made to all stakeholders through Facebook posts, press release, all call, text messages, and blackboard announcements.

Required Stakeholder	Date(s) of Input
Students	June 20, July 13, Aug 2, Aug 11
Families	June 20, July 13, Aug 2, Aug 11
School and district administrators	June 20, July 13, Aug 2, Aug 11
Teachers	June 20, July 13, Aug 2, Aug 11
Principals & school leaders	June 20, July 13, Aug 2, Aug 11
Other educators, school staff	June 20, July 13, Aug 2, Aug 11
Professional organizations	June 20, July 13, Aug 2, Aug 11
Other stakeholders representing key student subgroups	June 20, July 13, Aug 2, Aug 11

ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the LEA's Subgrant Award Notification and accompanying attachments.

1. This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.
2. This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
 - a. summer learning or summer enrichment,
 - b. extended day,
 - c. comprehensive afterschool programs,
 - d. extended school year programs, or
 - e. other evidence-based interventions,and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. This LEA will either:
 - a. within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
 - b. develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.

5. This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:
- a. how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
 - b. overall plans and policies related to the LEA's support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - c. data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
 - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - e. LEA uses of funds to sustain and support access to early childhood education programs;
 - f. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - g. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 - h. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 - i. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.