

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

Updated:
06/07/2023

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: Wall School District	Total ARP ESSER Funding Available: \$324,632
Date of School Board Plan Approval: March 8, 2023	Budgeted to Date: \$324632.00
ARP ESSER School District Plan URL: Wall.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$64926.00

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 Equipment is budgeted to prevent the spread of COVID-19 and sterilize surfaces that may have been exposed to the virus. Cameras to live feed school events, addition lunchroom tables, classroom tables and desks, portable storage contains for safe storage of addition furniture and equipment, Power washer for bathrooms, wet/dry vac, automatic faucets, garbage cans, and floor scrubber are pieces that district has in the ESSR 3 budget. Addition vehicle purchase of a suburban and 14 passenger bus will allow the students and staff to travel with limited numbers to events and activities.	
Equipment and/or Supplies Bathroom Power washer \$5,000 <u>4405</u> Water Fountain \$2,800 <u>2990</u> Floor Scrubber \$21,000 <u>5777</u> Camera with speaker system/Operator <u>Live Ticket Equipment 10,000</u> <u>4700</u> 14 Passenger bus \$110,500 <u>105000</u> Wet/Dry Vac \$1,500 <u>1034</u> Student Desks, Tables, and Chairs <u>\$6,400</u> <u>10062</u> Auto Faucets \$4,000 Water <u>Hydration</u> System \$1200 <u>1680</u> Concrete Garbage Cans \$4000 <u>3924</u> Storage Containers \$20200 <u>13500</u> Suburban \$65,000 <u>80000</u> Collapsible tables for lunchroom \$8,106 <u>5545</u> <u>Vacuums \$2036</u>	\$259,706.00
Additional FTE	NA
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Mitigation Strategies	\$259,706.00

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 Interventions the Wall School District will employ centers on RtI/MTSS model of collaboration.	
Specific Evidence-Based Interventions (eg., curriculum, assessments)	NA
Opportunities for Extended Learning (eg., summer school, afterschool) Student, regardless of need, will have the opportunity to participate in individual instruction with one full time teacher. Three teachers will be involved with providing summer school. Student need will be evaluated during committee meetings with the use of student assessments. With the identification of need, students will be provided the recommended intervention curriculum and instruction. Intervention will be provided throughout the school year and summer. Individual instruction during the school year and summer school instruction will be provided to all students, regardless of need, to prevent any further learning loss and keep students on track. Elementary <u>Summer School</u> \$5,551 Middle School <u>School Year Intervention</u> \$13,062 High School <u>School Year Intervention</u> \$12,469 Special Instruction <u>School Year</u> \$33,844	\$64,926
Equipment and/or Supplies	NA
Additional FTE	NA
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$64,926

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
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All students	The Wall School District teaching staff meets regularly to discuss/monitor student progress. Using data from regular assessments and progress monitoring, the staff develops intervention plans that address students' needs. The delivery method and frequency of the selected interventions will depend on the students' availability and personal schedules. The Wall School District will provide credit recovery opportunities for students who are at risk of not graduating. It shall be the policy of Wall School District 51-5 that no	The Wall School District staff will focus a lot of attention toward the climate and culture throughout the school district. Staff will receive in-service training that will target the social, emotional, and mental health needs of all students. During this training, the staff will review the protocols of identifying, reporting, and dealing with student mental health issues. Staff will develop activities that will be integrated within the school day and administrators will track the types and frequency of those activities.
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	student, employee, patron or visitor be subject to discrimination on the basis of sex, religion, age, marital status, color, ancestry, race or ethnic background, physical or mental challenge, in the application of any educational and/or extra-curricular program that the district shall fund or support. The Wall School District has policies and procedures available to stakeholders, through the Title IX coordinator and district's superintendent.	
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Students from low income families	The Wall School District teaching staff meets regularly to discuss/monitor student progress. Using data from regular assessments and progress monitoring, the staff develops intervention plans that address students' needs. The delivery method and frequency of the selected interventions will depend on the students' availability and personal schedules. Students are provided with technology and curriculum in remote settings with continuous communication to meet learning needs. Internet is provided to families with the local telecommunications.	The Wall School District staff will focus attention on the needs of low income families. Waivers are in place for the School Nutrition Program to provide meals outside of the regular requirements. Full time school counselor is available for the social and emotional needs beyond the social emotional training provided to staff.
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Students of color	The Wall School District teaching staff meets regularly to discuss/monitor student progress. Using data from regular assessments and progress monitoring, the staff develops intervention plans that address students' needs. The delivery method and frequency of the selected interventions will depend on the students' availability and personal schedules, regardless of race. The Wall School District will provide credit recovery opportunities for students, regardless of color, at risk of not graduating.	The Wall School District staff will focus a lot of attention toward the climate and culture throughout the school district. Staff will receive in-service training that will target the social, emotional, and mental health needs of all students. During this training, the staff will review the protocols of identifying, reporting, and dealing with student mental health issues, regardless of race. Staff, grades K-12, will develop activities that will be integrated within the school day to incorporate students of color into a healthy learning environment.
English learners	NA	NA

Children with disabilities	The Wall School District teaching staff meets regularly to discuss/monitor student progress. Using data from regular assessments and progress monitoring, the staff develops intervention plans that address students' needs. The delivery method and frequency of the selected interventions will depend on the students' availability and personal schedules. The Wall School District will provide credit recovery opportunities for	The Wall School District staff will focus a lot of attention toward the climate and culture throughout the school district. Staff will receive in-service training that will target the social, emotional, and mental health needs of all students. During this training, the staff will review the protocols of identifying, reporting, and dealing with student mental health issues. Staff will develop activities that will be integrated within the school day and administrators will
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	students who are at risk of not graduating.	track the types and frequency of those activities.
Students experiencing homelessness	Student academic needs will be met should a Wall student be identified as homeless.	Student social emotional needs will be met should a Wall student be identified as homeless.

Children in foster care	Student academic needs will be met should a Wall student be identified as a foster student.	Student social emotional needs will be met should a Wall student be identified as a foster student.
Migratory students	Student academic needs will be met should a Wall student be identified as migratory student.	Student social emotional needs will be met should a Wall student be identified as migratory student.

**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	
Academic Supports	
Educator Professional Development	NA
Interventions that Address Student Well-Being	NA
Strategies to Address Workforce Challenges	NA
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Investments in Other Allowed Activities	

- 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 NA	
Project #1	NA
Project #2	NA
Total Approximate Budget for Renovation, Air Quality, and/or Construction	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.

Narrative	Approximate Budget
Overview NA	NA

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 Committees will be developed to review student assessments. Wall School District is a 4-day school week and committee meetings will be held on Fridays.
Missed Most In-Person Wall School District utilized a full time intervention teacher to assist students throughout each week to provide support, especially to those student with learning loss due to COVID. Friday Academy will be held on Friday mornings for students to attend school and receive one-on-one assistance in all academic areas. We need narrative here about Shasta's position???
Did Not Participate in Remote Instruction

Investment in credit recovery options will allow students to recover from the interference of remote instruction.

At Risk for Dropping Out

Parents night will prove teachers with the opportunity to work with each family. Reading and mathematics strategies will be offered so caregivers can aid in student learning. Parents that do not or cannot attend will be contacted by school administration to make alternative meeting arrangements. Communications will be made beyond the Parents night by administration and teacher to parents and caregivers.

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 Administration met to determine the greatest student priorities. The Administrative team included Head of Maintenance, SPED Director, Activities Director, 7-12 Principal, Elementary Principal, Superintendent, School Nutrition Program Director and Technology Director. Cleanliness of environment, technology in instruction, and progress monitoring were priority needs within the district. The administrative team utilized surveys, student progress reports, and district Stakeholder Reports developed in May 2021.
Students Interventions, credit recovery and SEL will meet the needs of students that were developed with the pandemic. Student progress will be accumulated through Campus online software for teachers, students, parents and administration to monitor. Students will be involved with surveys during the South Dakota Comprehensive Needs assessment to provide insight of the learning environment and desired learning opportunities.
Families Parent's night will provide a strong educational connect with staff and students. Conferences will be scheduled for communications beyond the initial Parent's night and up to date student progress will be posted on Campus Online in a timely manner.
School and district administrators (including special education administrators) Professional development options such as the South Dakota Comprehensive Needs Assessment that identify the district learning needs will allow the district to provide meaning full engagement. Surveys will be provided to students, staff, and parents to accumulate feedback on success of intervention opportunities as well as need changes to meet various needs.
Teachers, principals, school leaders, other educators, school staff, and their unions Committees will be developed containing educators and administration to review student achievement data and utilize a plan of action. Professional Development Plan will contain scheduled times for data review and student intervention planning. Providing both face to face and online intervention will allow staff to determine the loss of learning and fill the gaps. Staff working together in committees will allow the district to address needs and progress forward. The committees included Communications, Technology, Wellness and Curriculum/Instruction. Action Plans are developed from each committee, to reflect the educational needs of students.

Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) NA
Civil rights organizations (including disability rights organizations), as applicable Student interventions will be provided regardless of race, religion, or creed. Student progress will be monitored, and individual needs met for student success. Wall is a small school district and does not identify a specific group for civil rights.
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. Title and SPED staff are directly involved with providing intervention and professional development. Wall is a small school district that relies on the SPED and Title staff.
The public Public entities will be involved with support wherever applicable. Continuous connections are made with the Economic Development, Wall Chamber, Booster Club and Wall City Council to identify district needs and incorporate public involvement sustain the school district.

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.