

## American Rescue Plan Elementary and Secondary School Emergency Relief

<b>School District:</b> West Central School District No. 49-7	<b>Total ARP ESSER Funding Available:</b>  \$887,312
<b>Date of School Board Plan Approval:</b> August 10, 2021 December 13, 2021 June 13, 2022 December 12, 2022 June 12, 2023 August 14, 2023	<b>Budgeted to Date:</b> \$887,312
<b>ARP ESSER School District Plan URL:</b> <a href="https://www.westcentral49-7.com/covid">https://www.westcentral49-7.com/covid</a>	<b>Amount Set Aside for Lost Instructional Time:</b> \$355,706

### Prevention and Mitigation Strategies

- 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> We are hiring additional health staff for the next three years, replacing student tables in classrooms with desks when possible to allow for proper social distancing, replacing a 71 passenger school bus with an 84 passenger school bus to allow for proper social distancing, adding band equipment so students don't have to share instruments that can't be properly sanitized, adding a scrubber for more efficient cleaning, and updating HVAC systems that are at end of life and not providing proper ventilation at Humboldt Elementary school.	
<b>Equipment and/or Supplies</b> Student desks Band equipment School bus Floor Scrubber	\$57,773 \$13,500 \$106,637 \$5,305
<b>Additional FTE</b> COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school years	\$159,000
<b>Other Priorities Not Outlined Above</b> HVAC improvements at Humboldt Elementary	\$189,390
<b>Total Approximate Budget for Mitigation Strategies</b>	<b>\$531,605</b>

**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 after school programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p><b>Overview</b></p> <p>The <b>DreamBox math curriculum</b> will provide extra support to students who have learning gaps from the effects of the Covid-19 pandemic, while also providing meaningful data for teachers to help drive their instruction in the classroom to meet the needs of all students.</p> <p><b>Bridges Intervention curriculum</b> will provide targeted instruction and assessment for essential K-5 mathematics skills and concepts. Our six Academic Interventionists will use Bridges Intervention with their small groups to support learning gaps. The small-group instruction and ongoing progress monitoring are consistent with Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) frameworks.</p> <p><b>Really Great Reading Curriculum</b> is focused on preventing and remediating decoding weaknesses in students in all grades - specifically those in Kindergarten through 2nd grade. It will provide our K-2 educators with tools and knowledge to teach all students to read with a reading instruction approach that is research-based, interactive, explicit, structured, and multisensory. Teachers will use the data collected to drive both small and whole group reading instruction to best met the learning needs of their students.</p> <p>The <b>Behavior Interventionist</b> will productively engage students and minimize time out of class for students with externalizing behaviors.</p> <p>The <b>Academic Interventionist</b> will provide academic support in the areas of reading and math. This support will help to bridge the learning gaps that have presented because of the effects of the Covid-19 pandemic. This position will provide individual and small group instruction that will target specific deficits in student learning. It was determined that this position is needed based on district assessment data.</p> <p>The Covid-19 pandemic has had and continues to have a very large impact on student mental health. By adding <b>supplemental social work and counseling services</b>, our district would be able to better support our students in their social/emotional learning needs now and empower them for future social and emotional success. The addition of more counseling services will provide a more robust tier three for our multi-tiered systems of support (MTSS). Additionally, taking tier three responsibilities from our school counselors allows them to perform more SEL instruction to students at tiers one and two.</p>	

<b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b>	
<b>Opportunities for Extended Learning (eg., summer school, afterschool)</b>	
<b>Equipment and/or Supplies</b> DreamBox math curriculum for elementary students Really Great Reading curriculum for elementary students Bridges Intervention curriculum for elementary students	\$60,046
<b>Additional FTE</b> Behavior Interventionist, full-time, for 2021-22, 2022-23, 2023-24 school year Academic Interventionist, half-time, for 2021-22, 2022-23, 2023-24 school year	\$286,760
<b>Other Priorities Not Outlined Above</b> Contracted counseling services for 2021-22 and 2022-23 school year	\$8,900
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$355,706</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.\*

**DreamBox Math Curriculum** - Dreambox Learning provides continuous formative assessments and is adaptive to each student’s learning pathway to give them a personalized learning experience. Students drive their own learning to build deeper mathematical understanding and confidence, while also filling learning gaps due to missed instruction from the pandemic. Teachers will also use the data from the formative assessments to drive their instruction in the classroom to meet each student’s unique learning needs.

**Bridges Intervention curriculum** will provide targeted instruction and assessment for essential K-5 mathematics skills and concepts to those students identified through the RtI process. Bridges Intervention will be used by Academic Interventionists in small groups and/or 1:1 setting. The small-group instruction and ongoing progress monitoring are consistent with Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) frameworks. Teachers will use the formal and informal

assessments to guide their instruction to provide the best learning support for each student based on their needs.

**Really Great Reading Curriculum** is focused on preventing and remediating decoding weaknesses in students in all grades - specifically those in Kindergarten through 2nd grade. It will provide our K-2 educators with tools and knowledge to teach all students to read with a reading instruction approach that is research-based, interactive, explicit, structured, and multisensory allowing students to not only learn how to read but enjoy the learning process.

**Behavior Interventionist** - The behavior interventionist will proactively address externalizing behaviors to minimize time out of class for students. The interventionist will serve as a Tier I and Tier II mental health support for students.

**Academic Interventionist** - Academic Interventionist will provide academic support in the areas of reading and math. This support will help to bridge the learning gaps that have presented because of the effects of the Covid-19 pandemic.

**Supplemental Counseling Services** - By adding supplemental social work and counseling services, our district would be able to better support our students in their social/emotional learning needs now and empower them for future social and emotional success.

Population	Academic	Social, Emotional, and Mental Health
<p><b>All students</b></p>	<p>All students who demonstrate academic needs will have access to:</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Academic Interventionist, part-time, for 2021-22, 2022-23, and 2023-24 school year</li> </ul>	<p>All students who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Additional Counseling Services, contracted for 2021-22, 2022-23, and 2023-24 school year</li> </ul>

<p><b>Students from low income families</b></p>	<p>Students from low income families who demonstrate academic needs will have access to:</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Academic Interventionist, part-time, for 2021-22, 2022-23, and 2023-24 school year</li> </ul>	<p>Students from low income families who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Additional counseling services, contracted for 2021-22, 2022-23, and 2023-24 school year</li> </ul>
<p><b>Students of color</b></p>	<p>Students of color who demonstrate academic needs will have access to:</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Academic Interventionist, part-time, for 2021-22, 2022-23, and 2023-24 school year</li> </ul>	<p>Students of color who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Additional counseling services, contracted for 2021-22, 2022-23, and 2023-24 school year</li> </ul>

<p><b>English learners</b></p>	<p>Students who are English language learners who demonstrate academic needs will have access to:</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 sfor 2021-22, 2022-23, and 2023-24 school year</li> <li>● Academic Interventionist, part-time, for 2021-22, 2022-23, and 2023-24 school year</li> </ul>	<p>Students who are English language learners who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Additional counseling services, contracted for 2021-22, 2022-23, and 2023-24 school year</li> </ul>
<p><b>Children with disabilities</b></p>	<p>Students with disabilities who demonstrate academic needs will have access to:</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>● Academic Interventionist, part-time, for the 2021-2022 and 2022-2023 school year</li> </ul>	<p>Students with disabilities who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>● Additional counseling services, contracted for the 2021-2022 and 2022-2023 school year</li> </ul>

<p><b>Students experiencing homelessness</b></p>	<p>Any students experiencing homelessness who demonstrate academic needs will have access to: COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>● Academic Interventionist, part-time, for the 2021-2022 and 2022-2023 school year</li> </ul>	<p>Any students experiencing homelessness who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>● Additional counseling services, contracted for the 2021-2022 and 2022-2023 school year</li> </ul>
<p><b>Children in foster care</b></p>	<p>Any children in foster care who demonstrate academic needs will have access to:</p> <ul style="list-style-type: none"> <li>● Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>● Really Great Reading curriculum for 2023-24 school year</li> <li>● Bridges Intervention curriculum for 2023-24 school year</li> <li>● COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>● Academic Interventionist, part-time, for the 2021-2022 and 2022-2023 school year</li> </ul>	<p>Any children in foster care who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</li> <li>● Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>● Additional counseling services, contracted for the 2021-2022 and 2022-2023 school year</li> </ul>
<p><b>Migratory students</b></p>	<p>Any migrant children who demonstrate academic needs will have access to: COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</p>	<p>Any migrant children who demonstrate social/emotional needs will have access to:</p> <ul style="list-style-type: none"> <li>● COVID Nurse, full-time, for 2021-22 and 2022-2023 school year</li> </ul>

	<ul style="list-style-type: none"> <li>• Dreambox math curriculum for 2021-22, 2022-23, and 2023-24 school year</li> <li>• Really Great Reading curriculum for 2023-24 school year</li> <li>• Bridges Intervention curriculum for 2023-24 school year</li> <li>• Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>• Academic Interventionist, part-time, for the 2021-2022 and 2022-2023 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year</li> <li>• Additional counseling services, contracted for the 2021-2022 and 2022-2023 school year</li> </ul>
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*\*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
<b>Overview</b> NA	
<b>Academic Supports</b> NA	
<b>Educator Professional Development</b> NA	
<b>Interventions that Address Student Well-Being</b> NA	
<b>Strategies to Address Workforce Challenges</b> NA	
<b>Other Priorities Not Outlined Above</b>	

NA	
<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
<p><b>Overview</b>            HVAC systems at Humboldt Elementary at the end of their useful life are not providing proper ventilation and/or filtration and need to be replaced. Bipolar ionization technology will be added to the air handler systems for additional Covid-19 mitigation.</p>	
<p><b>Project #1</b>            The current air handlers in the HVAC system in the Humboldt Elementary gym are all at the end of their useful life and no longer able to provide proper ventilation and/or filtration. We will also replace the fluorescent lighting with LED lighting with the cost being offset by a 25% reduction in the size of the HVAC capacities. And bipolar ionization technology will be added to the rooftop system for additional Covid-19 mitigation.</p>	\$189,390
<p><b>Project #2</b>            NA</p>	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$189,390</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
<p><b>Overview</b>            This is the district’s first request for construction activities. All prior federal funds have been used to address essential student needs and initiatives.</p>	

**Engaging Students at Risk**

7. Describe how the school district will use ARP ESSER funds to identify, re engage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
  - a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
  - b. Students who did not participate or participated inconsistently in remote instruction
  - c. 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.

<b>Narrative</b>
<p><b>Overview</b></p> <p><b>DreamBox Math Curriculum</b> - Dreambox Learning is an adaptive math curriculum that meets each student’s unique academic needs by supporting them in their learning gaps and providing meaningful data for teachers to guide their small and whole group instruction in the classroom to meet the needs of all students. This curriculum provides needed support to students who have lost or had inconsistent learning instruction time due to the Covid-19 pandemic.</p> <p><b>Bridges Intervention curriculum</b> will provide targeted instruction and assessment for essential K-5 mathematics skills and concepts. Bridges Intervention will be used with our Academic Interventionists who support students through the RtI process. The small-group instruction and ongoing progress monitoring are consistent with Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) frameworks. This curriculum emphasizes problem solving with the use of faithful visual models and a focus on developing fluency. Teachers will use the data from the progress monitoring and assessments to drive their small group instruction to meet each student’s unique learning needs.</p> <p><b>Really Great Reading Curriculum</b> is focused on preventing and remediating decoding weaknesses in students in all grades - specifically those in Kindergarten through 2nd grade. It will provide our K-2 educators with tools and knowledge to teach all students to read with a reading instruction approach that is research-based, interactive, explicit, structured, and multisensory allowing students to not only learn how to read but enjoy the learning process. Teachers will also use the data from the formal and informal assessments to drive their instruction in the classroom to meet each student’s unique learning needs.</p> <p><b>Behavior Interventionist</b> - The behavior interventionist uses data to identify students for support. The district recognizes a strong need for the addition of a Behavior Interventionist due to remote instruction and students’ state of mental health returning from the pandemic closure. The interventionist will work directly with the teachers and students to effectively intervene for educational success.</p> <p><b>Academic Interventionist</b> - Due to the amount of learning gaps identified in students by district data, an additional Academic Interventionist is needed for the district. This position will allow the district to effectively intervene on student learning to provide direct, specific instruction to students who have lost or had inconsistent instruction due to the Covid-19</p>

pandemic. The Academic Interventionist would identify learning deficits and plan and provide specific interventions based on data analysis.

**Supplemental Counseling Services** - Due to increased students needing social emotional support, supplemental counseling services creates a more robust tier three for students at risk. In collaboration with the school counselors, these mental health professionals can identify student needs and develop a plan to support these students.

**Missed Most In-Person**

Students who missed the most in-person learning will be prioritized for support in behavior, academic intervention, and social/emotional services.

**Did Not Participate in Remote Instruction**

Students who did not participate in remote instruction will be prioritized for support in behavior, academic intervention, and social/emotional services.

**At Risk for Dropping Out**

The ARP ESSER-funded behavior interventionist will monitor student risk data to determine which students are at most at risk of dropping out and provide support. Students then progress through tiers of support that include whole classroom supports, pull-out supports, and one-on-one counseling where appropriate.

**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
<p><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>Stakeholder feedback indicates these priorities:</p> <ol style="list-style-type: none"> <li>Continuity of in person learning</li> <li>Health and safety</li> <li>Student mental health</li> </ol>
<p><b>Students</b></p> <p>Through conversations students expressed a desire for continuity of in person learning, health and safety, and mental health services.</p>
<p><b>Families</b></p> <p>Through conversations, parent/teacher conferences, surveys, and public meetings families expressed a desire for continuity of in-person learning, health and safety, and mental health services.</p>
<p><b>School and district administrators (including special education administrators)</b></p>

<p>All staff were engaged in consultation of priorities through surveys, staff meetings, and public meetings. District administration has worked hard and will continue to work hard in providing guidance, resources, and expectations to continue the possibility of in-person learning. Administrators believe that in-person learning is in the best interest of students and provides the best opportunity for student success.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b></p> <p>All staff were engaged in consultation of priorities through surveys, staff meetings, and public meetings. School staff expressed a desire to provide health and safety for the school community. The COVID nurse supports health and safety by organizing contact tracing. The COVID nurse serves as a local public health expert as a resource for the administration.</p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b></p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b></p>
<p><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></p> <p>Parents of students with special needs have been participants in our feedback efforts such as surveys, conversations, and public meetings.</p>
<p><b>The public</b></p> <p>We have and will continue to seek public input through surveys and meetings.</p>

### 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 13th, 2021
- June 13th, 2022
- December 12th, 2022
- June 12th, 2023
- December 11th, 2023

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.