

American Rescue Plan Elementary and Secondary School Emergency Relief

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| School District: West Central School District No. 49-7 | Total ARP ESSER Funding Available: \$887,312 |
| Date of School Board Plan Approval: August 10, 2021 | Budgeted to Date: \$230,000 |
| ARP ESSER School District Plan URL: | Amount Set Aside for Lost Instructional Time: \$177,462 |

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 We are hiring additional health staff for the next two years. | |
| Equipment and/or Supplies | |
| Additional FTE COVID Nurse, full-time, for 2021-22 and 2022-2023 school year | \$100,000 |
| Other Priorities Not Outlined Above | |
| Total Approximate Budget for Mitigation Strategies | \$100,000 |

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 Behavior interventionists will productively engage students and minimize time out of class for students with externalizing behaviors. | |
| Specific Evidence-Based Interventions (eg., curriculum, assessments) | |
| Opportunities for Extended Learning (eg., summer school, afterschool) | |
| Equipment and/or Supplies | |
| Additional FTE Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year | \$130,000 |
| Other Priorities Not Outlined Above | |
| Total Approximate Budget for Academic Impact of Lost Instructional Time | \$130,000 |

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.*

COVID Nurse - The addition of a COVID nurse will allow district nurses to focus on student needs, improving their health and minimizing learning time lost to illness.

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.

| Population | Academic | Social, Emotional, and Mental Health |
|---------------------|---|---|
| All students | COVID Nurse, full-time, for 2021-22 and 2022-2023 school year Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year | COVID Nurse, full-time, for 2021-22 and 2022-2023 school year Behavior Interventionist, full-time, for 2021-22 and 2022-23 school year |

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| Students from low income families | | |
| Students of color | | |
| English learners | | |
| Children with disabilities | | |
| Students experiencing homelessness | | |
| Children in foster care | | |
| Migratory students | | |

**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 NA | |
| Academic Supports NA | |
| 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 | |

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 |
|-------------------|--------------------|
| Overview | |
| Project #1 | |

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| Project #2 | |
| Total Approximate Budget for Renovation, Air Quality, and/or Construction | |

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 | |

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:
- 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.

| Narrative |
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| Overview |
| Behavior Interventionist - The behavior interventionist will use prior years’ data to identify students for support. |
| Missed Most In-Person |
| Students who missed the most in-person learning will be prioritized for support. |
| Did Not Participate in Remote Instruction |
| Students who did not participate or participated inconsistently will be prioritized for support. |

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| <p>At Risk for Dropping Out</p> <p>The behavior interventionist will monitor data to determine which students are at most at risk of dropping out and provide support.</p> |
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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 |
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| <p>Overview, including the three highest priority needs that emerged from consultation</p> <p>Stakeholder feedback indicates these priorities:</p> <ol style="list-style-type: none"> 1. Continuity of in person learning 2. Health and safety 3. Student mental health |
| <p>Students</p> <p>Students expressed a desire for continuity of in person learning. The COVID nurse allows for more continuity by doing accurate, professional contact tracing.</p> |
| <p>Families</p> <p>Families expressed a desire for continuity of in-person learning. The COVID nurse allows for more continuity by doing accurate, professional contact tracing. Parents expressed a desire for more mental health resources for students. The behavior interventionist provides designated personnel for monitoring and responding to externalizing mental health needs.</p> |
| <p>School and district administrators (including special education administrators)</p> <p>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>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>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>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> |
| <p>Civil rights organizations (including disability rights organizations), as applicable</p> |

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| <p>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</p> <p>Parents of students with special needs have been participants in our feedback efforts.</p> |
| <p>The public</p> <p>We have and will continue to seek public input during School Board meetings and through surveys.</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 (in conjunction with December Child Count)
- June 13th, 2022 (in conjunction with Year-End Sign-off)
- December 12th, 2022 (in conjunction with December Child Count)
- June 12th, 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.