

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

Updated: 12/11/2023

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 ID#ED-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: Willow Lake School District 12-3	Total ARP ESSER Funding Available: \$416,004
Date of School Board Plan Approval: 6/12/2023	Budgeted to Date: \$416,004
ARP ESSER School District Plan URL: https://www.willowlake.k12.sd.us/en-US/covid-19-information	Amount Set Aside for Lost Instructional Time: \$83,201

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
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	Budget
Overview The Willow Lake School District utilized prior ESSER monies to update building sanitation and mitigation options for the district. At this time, the Willow Lake School does not foresee utilizing ARP ESSER funds for this purpose due to prior planning and purchasing. Items purchased were basic cleaning and sanitation supplies, ionizers for surface cleansing, etc. We will monitor CDC guidance and the SD Dept of Health on a regular basis to ensure cleaning and sanitation are aligned with recommended guidelines.	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	N/A

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

Narrative	Approximate Budget
Overview The district used Interim Assessment data and input from staff to identify in-person learning as the most effective strategy to provide supports for students who lost instructional time. The school district will be evaluating its curriculum to make sure the curriculum is up-to date to meet the changing needs of the students of the school district. During this process, the district will consult DOE-vetted resources including the What Works Clearinghouse, Doing What Works Library, and the Results First Clearinghouse Database. Based on data analysis done at the district, the interventions identified below address the district's need to accurately assess students' academic progress and assist teachers in meeting students' academic needs.	

Specific Evidence-Based Interventions (eg., curriculum, assessments) The district purchased a new math curriculum at our Hutterite Colony Schools. The district purchased an online license/subscription to help improve reading fluency, accuracy, and comprehension.	\$5,984
Opportunities for Extended Learning (eg., summer school, afterschool)	
Equipment and/or Supplies The district purchases a monthly subscription through T-Mobile for 5 hotspots for families who do not have internet services at their home. These hotspots are utilized when students are absent due to isolation/quarantine from COVID-19.	\$2,000
Additional FTE The district hired an additional paraprofessional to assist in the elementary, middle, and high school. The district hired a certified school counselor to provide school counseling services for students in grades K-12.	\$68,577
Other Priorities Not Outlined Above The pandemic has impacted the mental health of our students. We will provide guidance counseling and mental health services to all students. We purchased a new K-12 Guidance curriculum that focuses on students social emotional needs.	\$6,640
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$83,201

Investments Aligned with Student Needs

3. 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 district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for all students based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum.	All students have equal access to health services, health curriculum and counseling. The social, emotional, and mental health needs of students are better served in a face-to-face setting where they are able to interact with their teachers and peers regardless of their socioeconomic status, race, disability, family or home situation, or language speaking abilities. This is achieved with our school advocate as well as a certified mental health professional the school contracts with.
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3

Students from low income families	The district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for students from low income families based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum.	Students from low-income families have equal access to health services, health curriculum and counseling. Pre K-12 students have access to our school advocate and our mental health professional serves students from low income families individually, in small groups and with whole groups through guidance classes.
Students of color	The district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for students of color based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum.	Students of color have equal access to health services, health curriculum and counseling. Pre K-12 students have access to our school advocate and our mental health professional serves students of color individually, in small groups and with whole groups through guidance classes.

English learners	The district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for English learner students based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum. Interpreter and translation services will be available if needed.	English learner students have equal access to health services, health curriculum and counseling. Pre K-12 students have access to our school advocate and our mental health professional serves students from low income families individually, in small groups and with whole groups through guidance classes.
Children with disabilities	The district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for students with disabilities based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum that will meet the needs of all students regardless of ability level, individual learning styles or levels of engagement.	Students with disabilities have equal access to health services, health curriculum and counseling. Pre K-12 students have access to our school advocate and our mental health professional serves disabled students individually, in small groups and with whole groups through guidance classes.

4

Students experiencing homelessness	This population was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.	This population was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.
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Children in foster care	The district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for students in foster care based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum that will meet the needs of all students regardless of ability level, individual learning styles or levels of engagement.	Students in foster care have equal access to health services, health curriculum and counseling. Pre K-12 students have access to our school advocate and our mental health professional serves disabled students individually, in small groups and with whole groups through guidance classes.
Migratory students	The district will implement academic strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for migratory students based on their individual needs. This will be accomplished through a combination of enhanced technology and new curriculum that will meet the needs of all students regardless of ability level, individual learning styles or levels of engagement.	Migratory students have equal access to health services, health curriculum and counseling. Pre K-12 students have access to our school advocate and our mental health professional serves disabled students individually, in small groups and with whole groups through guidance classes.

**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	N/A

Educator Professional Development	N/A
Interventions that Address Student Well-Being	N/A
Strategies to Address Workforce Challenges	N/A
Other Priorities Not Outlined Above	N/A
Total Approximate Budget for Investments in Other Allowed Activities	N/A

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 Overview: Funds will be used to support student health needs by purchasing playground equipment. Exercise and play are essential to child development. The risk of COVID-19 transmission is lower outdoors, contributing to safer and healthier environments. More equipment allows students to social distance during recess. New equipment will be installed on a rubberized surface to allow students a safe place to play.	
Project #1 Use ARP funds to pay for an improved playground area.	\$332,803
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$332,803

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: The district will utilize general fund dollars to support in class learning, capital outlay dollars to assist with equipment and technology for classroom learning.	

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 N/A
Missed Most In-Person N/A
Did Not Participate in Remote Instruction N/A
At Risk for Dropping Out N/A

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 After engaging in meaningful conversation about meeting student needs stemming from the pandemic and its aftermath, the following needs were identified: • Safe return to in-person and high-quality instruction • Social, emotional, and mental health of students and staff • Communicating and updating parents, students, and other stakeholders as conditions change • Air quality of school buildings

Students

The district staff monitored the progress and social interaction of all students. If there was a perceived change in attitude, behavior, or productivity that student was referred to the student advocate/counselor. We also examined Interim Assessment Data, Attendance Trends, and Behavioral Reports to monitor student progress and level of engagement. Administration will continue to meet with the student council representatives to gather feedback and input of students involving their social, emotional, and academic needs, along with potential ideas for funding uses.

7

Families

Families were invited to participate in meetings and to complete surveys regarding the needs and proposed uses of ARP funds.

School and district administrators (including special education administrators) In addition to school board meetings and administrative meetings, staff meetings were held examining student data, school and district administrators met frequently to discuss what other priorities the district may have due to the Covid-19 pandemic. Administrators became versed in the allowable uses of funds.

Teachers, principals, school leaders, other educators, school staff, and their unions In addition to school board meetings, building level meetings were held with the principal, teachers, and school staff to determine evidence-based strategies that would best meet the needs of all students.

Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail) N/A

Civil rights organizations (including disability rights organizations), as applicable N/A

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
All stakeholders have an open invitation to provide input and participate in discussions concerning COVID-19. During regular school board meetings, time was taken to discuss mitigation strategies and answer questions.

The public

The public was invited to participate in meetings (including school board meetings) and to complete surveys regarding the needs and proposed uses of ARP funds.

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.