

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

Updated: 9/24/2021

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: Mount Vernon School 17-3	Total ARP ESSER Funding Available: \$363,185
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$363,185
ARP ESSER School District Plan URL: https://5il.co/zms7	Amount Set Aside for Lost Instructional Time: \$72,637

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	
NA	
Equipment and/or Supplies	
NA	
Additional FTE	
NA	
Other Priorities Not Outlined Above	
NA	
Total Approximate Budget for Mitigation Strategies	

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
<p>Overview</p> <p>The Mount Vernon School and will implement a summer school to address the loss of Instructional time due to the pandemic for grade k-5 for the summer of FY22, FY23, FY24 to address the academic impact of lost instructional time. Students will work individually with certified teachers and focus on lessons that address their specific learning needs identified by NWEA and State Assessments.</p> <p>Mount Vernon School will incorporate more 1-to-1 instruction through reading and math interventions daily for the FY22 school year.</p> <p>The afterschool program will help to enhance curriculum and learning loss. The Mount Vernon School will purchase curriculum and technology for the summer school program and the afterschool program.</p>	

<p>Mount Vernon has hired a full-time Reading Interventionalist to assist with educational learning loss in the specific content area. This individual will review existing reading interventions to make them more effective and evidence based.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Mount Vernon School utilizes the programs Reading Plus and IXL Math as supplemental curriculum to increase comprehension and cognition in the areas of reading and mathematics.</p> <p>Mount Vernon Teachers will have access to Teachers Pay Teachers school-wide license for supplemental lessons and units to mediate student loss.</p>	<p>\$21,000.00</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>Titan After School program with existing LEA staff and utilization for all students.</p> <p>The Mount Vernon School will offer the Titan Bootcamp to all students k-5 and will operate the entire month of June FY22, FY23.</p> <p>The Mount Vernon School is offering the Titan After School program which will operate for 2 years FY22,FY23 starting in August and concluding in May. Operates 5 days a week at 2 hours each day.</p>	<p>\$166,085.00</p>
<p>Equipment and/or Supplies Virtual Headsets, gives the ability to have field trips remotely and not having to load kids on a bus and be within the three feet of each other. Oculus, provides opportunities many of my students wouldn't have ever had without it.</p> <p>Food purchases for healthy choice snacks for the afterschool program.</p> <p>Supplies for instructional use in the After School Program.</p> <p>Chromebook purchases, training, and implementation.</p>	<p>\$12,444.00</p>
<p>Additional FTE Full time Reading Interventionalist FY22, FY23, FY24</p>	<p>\$163,656.00</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$363,185.00</p>

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
All students	<p>Reading Intervention program for k-8 students will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>Established a reading book club for students.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL skills through remediation.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>
Students from low income families	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>Interventionalists scheduled 1-1 time for more direct learning and loss of instruction lessons.</p> <p>Students participate in the Reading Book Club for fluency and comprehension.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>

	<p>Afterschool Program to focus on math, reading, writing and SEL through remediation.</p> <p>Mount Vernon works with community resources and already provides a backpack program for both food and instructional materials that are sent home for families in need.</p>	
Students of color	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>
English learners	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>Mount Vernon will collaborate with CORE Cooperative to accommodate the academic needs of its students.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>

<p>Children with disabilities</p>	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>Special Education teachers and paraprofessionals will schedule 1 to 1 time to increase the lost instructional time using evidence-based learning strategies.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>
<p>Students experiencing homelessness</p>	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL.</p> <p>Mount Vernon will collaborate with community entities to build a support system to help students with the necessary living and academic expenses to improve attendance and increase retention.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>

<p>Children in foster care</p>	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence-based reading strategies.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL.</p> <p>Mount Vernon School will collaboratively work with foster families in the district to introduce learning strategies that can be facilitated within the home to assist with learning loss.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>
<p>Migratory students</p>	<p>Reading Interventionalist will provide individual learning opportunity to increase fluency, cognition, comprehension and synthesize through evidence based reading strategies.</p> <p>New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.</p> <p>Afterschool Program to focus on math, reading, writing and SEL.</p> <p>Mount Vernon will utilize the services of the CORE Cooperative to address the additional needs of students.</p>	<p>Overcoming Obstacles -Life Skills Curriculum</p> <p>Reading Plus</p> <p>Math IXL</p>

**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 New curriculum in Science and ELA for grades 6-12 to increase comprehension and address learning gaps to account for learning loss.	\$49,882
Educator Professional Development Professional Development for teachers/Staff directed towards Social Emotional Learning.	\$10,000.00
Interventions that Address Student Teacher Social and Emotional Well-Being The After School program will start end of August and conclude in May for FY22 and FY23. Two paraprofessionals will facilitate the After School Program. 1 Licensed Educator will be lead facilitator and coordinator of activities. All 3 positions will be paid stipends. In the budget is also the costs for food and supplies for the After School Program, as well as the curriculum of Life Skills and Social Emotional Learning entitled, Overcoming Obstacles.	\$69,327.00
Strategies to Address Workforce Challenges NA	NA
Other Priorities Not Outlined Above NA	NA
Total Approximate Budget for Investments in Other Allowed Activities	\$79,327.00

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 NA	
Project #1 NA	NA
Project #2 NA	NA
Total Approximate Budget for Renovation, Air Quality, and/or Construction	
\$0	

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 The Mount Vernon School District tracks general student's attendance data via Infinite Campus. The Mount Vernon School District tracks student academic progress via the following procedures: (a) Infinite Campus gradebook data, (b) NWEA assessment data, (c) South Dakota Assessment data, (d) teacher data, curriculum mapping, and observations, and (e) classroom assessment data. All data profiles inform educators and the district of student progress and future learning efforts. The Mount Vernon School District administrative team meets with building teachers to review attendance, grade specific data, assessment data, community and family needs, and other factors that can inhibit the

academic, social, and emotional learning of students. School-wide data reviews allow buildings to identify trends and professional development curriculum needed for school improvement efforts across the district. The school improvement team reviews the school improvement plan and performance goals each semester.

Most students who participated in virtual instruction during the first and second semesters of the 2020-2021 school year, returned to school during the designated timeframes as instructed via the school policy. Students who fully participated in virtual homeschool in March 2020 through May 2020 returned to school for the 2020-2021 school year.

Mount Vernon will publish the ARP Plan for public review. The ARP plan will be reviewed at each board meeting for stakeholders to voice their opinions.

Missed Most In-Person
See Above

Did Not Participate in Remote Instruction
See Above

At Risk for Dropping Out
See Above

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
<p>Overview, including the three highest priority needs that emerged from consultation The Mount Vernon School District will utilize dollars to meet the needs of students (academic, emotional, mental health) and create a safer/healthier learning environment.</p>
<p>Students The elementary students found the Titan Boot Camp to be rewarding during the month of June. According to attendance data, 90% of the elementary students attended the summer program.</p>
<p>Families The families in the community discussed the importance of having an After School program that would benefit students in the areas of homework and social learning. Many students elementary aged do not have many options to engage in when school is dismissed and an</p>

<p>After School program would benefit the students greatly. The After School Program was discussed at the Back-to-School Night.</p> <p>The Titan Boot Camp is a 3-week summer school program that families of the community felt was important to improve lost instruction from FY 20 and 21 school years. The programs benefits and family support is the general reason it is being renewed for 3 additional years. FY 22, FY 23, FY 24.</p> <p>Mount Vernon will publish the ARP Plan for public review. The ARP plan will be reviewed at each board meeting for stakeholders to voice their opinions. The ARP plan is easily accessible on the district website.</p>
<p>School and district administrators (including special education administrators)</p> <p>School District personnel found the Titan Boot Camp to be a necessity to improve learning loss. Special Educators in the district requested more 1-to-1 time over the summer month to increase retention.</p> <p>Mount Vernon will publish the ARP Plan for public review. The ARP plan will be discussed at selective board meeting for stakeholders to voice their opinions.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Social Emotional Learning was a major point of emphasis and the integration of SEL curriculum in an After School Program would benefit the students greatly.</p> <p>Mount Vernon will publish the ARP Plan for public review. The ARP plan will be reviewed at selective board meeting for stakeholders to voice their opinions.</p> <p>The Mount Vernon School Improvement Team reviewed the ARP Plan for clarification.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>NA</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>Mount Vernon will publish the ARP Plan for public review. The ARP plan will be reviewed at selective board meetings for stakeholders to voice their opinions.</p>
<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>Mount Vernon will publish the ARP Plan for public review. The ARP plan will be reviewed at selective board meetings for stakeholders to voice their opinions.</p>

The public

The Mount Vernon School Board provided input about the areas of need the district should pursue. The After School Program and Titan Boot Camp were unanimous choices for the students of the district. Mount Vernon will publish the ARP Plan for public review. The ARP plan will be reviewed at selective board meeting for stakeholders to voice their opinions.

The ARP plan is easily accessible on the district website.

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.