

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

Updated: 6/2/2021

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: Irene-Wakonda School District 13-3	Total ARP ESSER Funding Available: \$338,354
Date of School Board Plan Approval: 8-10-21	Budgeted to Date: \$338,000
ARP ESSER School District Plan URL: www.irene-wakonda.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$105,000

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
Overview <ul style="list-style-type: none"> - Utilize Mitigation Strategy guidance issued by SD Department of Education and SD Department of Health. Will implement guidance that best relates to the Irene-Wakonda School District. 	
Equipment and/or Supplies <ul style="list-style-type: none"> - Sanitizing supplies. - Masks. 	- \$20,000
Additional FTE <ul style="list-style-type: none"> - 1 FTE <ul style="list-style-type: none"> o .5 Custodial o .5 Lunchroom 	- \$20,000
Other Priorities Not Outlined Above <ul style="list-style-type: none"> - Outdoor Daktrionics Display for informational/reminder purposes on daily learning levels, masking requirements, social distancing, and personal hygiene. 	- \$39,000
Total Approximate Budget for Mitigation Strategies	- \$79,000

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 <ul style="list-style-type: none"> - The Irene-Wakonda School District had in-person learning for the entire 20 – 21 school year. - The South Dakota Department of Education identified the most effective strategy for supporting the needs of students was providing in-person instruction. 	
Specific Evidence-Based Interventions (eg., curriculum, assessments) <ul style="list-style-type: none"> - Will utilize TIE for needed services. (Mastery Certification) - Reading Plus for grades 3 – 11. - Utilize state interim assessments for student data analysis. 	- \$10,000 - \$20,000(2 years)
Opportunities for Extended Learning (eg., summer school, afterschool) <ul style="list-style-type: none"> - Noticed areas of learning loss on state assessment. Will offer summer school option for students that need to improve in certain areas. - Credit Recovery for junior high/high school students. Edgenuity(Online) 	- \$30,000 (2 years)

Equipment and/or Supplies	
Additional FTE <ul style="list-style-type: none"> - .75 FTE – School Learning Interventionist(mainly junior high/high school). - .25 FTE – Data analysis with classroom recommendations. 	<ul style="list-style-type: none"> - \$40,000 - \$,5,000
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	- \$105,000

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
All students	Accelerated Reader Programming IXL Reading Plus Edgenuity Summer School Learning Opportunity with a focus on Math/Reading	<ul style="list-style-type: none"> - Staff will participate in Youth Mental Health First Aid training.
Students from low income families	Accelerated Reader Programming IXL Reading Plus Edgenuity Summer School Learning Opportunity with a focus on Math/Reading	<ul style="list-style-type: none"> - Staff will participate in Youth Mental Health First Aid training.
Students of color	Accelerated Reader Programming IXL Reading Plus Edgenuity Summer School Learning Opportunity with a focus on Math/Reading	<ul style="list-style-type: none"> - Staff will participate in Youth Mental Health First Aid training.
English learners	Accelerated Reader Programming IXL Reading Plus Edgenuity Summer School Learning Opportunity with a focus on Math/Reading	<ul style="list-style-type: none"> - Staff will participate in Youth Mental Health First Aid training.

Children with disabilities	Accelerated Reader Programming IXL Reading Plus Edgenuity Summer School Learning Opportunity with a focus on Math/Reading	- Staff will participate in Youth Mental Health First Aid training.
Students experiencing homelessness	At the current time, no migratory students are enrolled in the district. However, students in this category would be provided the same educational opportunities for students in the categories listed above.	- Staff will participate in Youth Mental Health First Aid training.
Children in foster care	Accelerated Reader Programming IXL Reading Plus Edgenuity Summer School Learning Opportunity with a focus on Math/Reading	- Staff will participate in Youth Mental Health First Aid training.
Migratory students	At the current time, no migratory students are enrolled in the district. However, students in this category would be provided the same educational opportunities for students in the categories listed above.	- Staff will participate in Youth Mental Health First Aid training.

**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 - The Irene-Wakonda School District built a new gym/fine arts/building trades area during 2020-2021 school year. This new addition was built on land that was utilized for outdoor physical education, outdoor class, outdoor band marching practice, and athletic practices.	
Academic Supports - The District would like to purchase 19.14 acres that is adjacent to the previous mentioned land so that we can utilize for physical education, classes, band marching practice, athletic practices, and start an FFA program.	- \$149,000
Educator Professional Development	

Interventions that Address Student Well-Being <ul style="list-style-type: none"> - Staff will participate in Youth Mental Health First Aid training. - Additional resources for dealing with student/staff mental health. 	- \$5,000
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	- \$154,000

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 <ul style="list-style-type: none"> - In process of reviewing air quality at current educational sites. Will make possible adjustments to budget with recommendations on the current HVAC systems. 	
Project #1	
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	

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
<p>Overview</p> <ul style="list-style-type: none"> - 100% of students in the Irene-Wakonda School District attended in-person instruction during the 2020-2021 school year. At times during the year, students missed due to being identified as a close contact or contracting the virus. Our district outlined strategies for remote learning based on the phases correlated to the “Start to School” plan. Irene-Wakonda is a 1:1 laptop district 3rd - 12th grade. The district utilized online platforms such as Google Classroom, Zoom, and the district website.
<p>Missed Most In-Person</p> <ul style="list-style-type: none"> - The Irene-Wakonda School District communicated with families to monitor student attendance and documented reasons for absences. Very few students were in violation of the attendance policy. For those students that did miss numerous days teachers worked closely to provide online or paper copies of work to stay on track.
<p>Did Not Participate in Remote Instruction</p> <ul style="list-style-type: none"> - NA
<p>At Risk for Dropping Out</p> <ul style="list-style-type: none"> - Any student that was behind schedule based upon semester grades met with administration and teachers. EAGLE Friday was an option along with Edgenuity.

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</p> <ul style="list-style-type: none"> - Irene-Wakonda School District’s highest priority needs are: <ul style="list-style-type: none"> o Continued in-person instruction. o Communicating and updating parents, students, and other stakeholders as conditions change. o Student recovery from learning loss.
<p>Students</p> <ul style="list-style-type: none"> - Administration will monitor student needs and academic progress. The Irene-Wakonda School Board, administration, and staff are committed to making every decision based upon the best education for our students.
<p>Families</p> <ul style="list-style-type: none"> - Irene-Wakonda School District will encourage two-way communication and be transparent with ARP/ESSER spending by sharing information at school board meetings, newspaper articles, and website posting.
<p>School and district administrators (including special education administrators)</p> <ul style="list-style-type: none"> - The Irene-Wakonda District will have monthly administrative team meetings to analyze the impact of COVID on students. ARP/ESSER will be a standing agenda item on these administrative team meetings.

<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <ul style="list-style-type: none"> - Administration will discuss needs at staff meetings and through informational conversations. ARP/ESSER will be addressed at the teacher in-service prior to the beginning of the school year.
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <ul style="list-style-type: none"> - NA
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <ul style="list-style-type: none"> - The Irene-Wakonda School District will be accommodating and transparent to any organization that wishes to share input regarding ARP/ESSER funding and how it can help the students within our district.
<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> <ul style="list-style-type: none"> - Administration will monitor student needs and academic progress. The Irene-Wakonda School Board, administration, and staff are committed to making every decision based upon the best education for our students.
<p>The public</p> <ul style="list-style-type: none"> - The Irene-Wakonda School District will inform the public by posting information on the school website. The Superintendent will be available upon request to any stakeholder to provide input. The public can attend school board meetings and provide input or suggestions during the public comment agenda item.

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 8, 2021
- June 8, 2022
- December 14, 2022
- June 14, 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.