



LEA ARP ESSER PLAN

2021-22

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

Scheduled Review

December 2021 (In conjunction with December Child Count)

June 2022 (In conjunction with Year End Signoff)

December 2022 (In conjunction with December Child Count)

June 2023 (In conjunction with Year End Signoff)

Last updated: August 10, 2021

**This plan will be amended as the school year progresses*

Direct questions to:

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UPDATED: August 9, 2021

BOARD APPROVAL: August 9, 2021

Plan reviewed as needed throughout the school year

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: Faulkton Area School District 24-4	Total ARP ESSER Funding Available: \$575,043
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$70,445
ARP ESSER School District Plan URL: www.faulkton.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$115,009

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 N/A	
Equipment and/or Supplies N/A	\$0
Additional FTE N/A	\$0
Other Priorities Not Outlined Above N/A	\$0
Total Approximate Budget for Mitigation Strategies	\$0

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€\(1\)](#) 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 Elementary Academic Interventionist (K-5) Academic Support Aide (6-12)	
Specific Evidence-Based Interventions (eg., curriculum, assessments) Academic supports are programs and strategies that are used by schools to increase the academic achievement of students, particularly for students who	\$0

<p>may be at risk of diminished academic achievement. A wide variety of strategies have been developed to provide extra support to students. These strategies can be applied at all grade levels (Brophy, 1998). The most obvious academic support might be tutoring. Effective tutoring programs provide motivation, personal individual attention, direct instruction, and error correction to increase students' academic skills.</p> <p>Before and after-school programs allow for additional time and support to complete homework and afford opportunities for adult assistance without taking students away from their normal instruction in school. Regardless of the form the extra help takes, the objective is to raise achievement (Southern Regional Education Board, 2010).</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>The elementary academic interventionist and the academic support aide will work directly with students who are considered to be behind in their content areas as determined by informal assessments that are given throughout the year and also by their assessment score on the Smarter Balanced Assessment that they were given in the spring. This extended learning time will take place during the school day when students have time available. They will also be supported during their math and reading times. If either of these positions goes unhired, a plan will be implemented to offer assistance to students before and after school utilizing existing staff and paying them a stipend for this additional time.</p>	\$0
<p>Equipment and/or Supplies</p> <p>N/A</p>	\$0
<p>Additional FTE</p> <p>The plan above requires 1.65 FTE of additional staff. These positions will be temporary. We will continue to fund these positions for the next 2 years.</p>	\$70,445
<p>Other Priorities Not Outlined Above</p> <p>N/A</p>	\$0
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$70,445</p> <p>Remaining Amount:</p> <p>\$44,564</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	By hiring additional staff to work one-on-one with all students, the academic needs of the students can be addressed. Learning loss was one consequence from last year. Our student assessment data has been reviewed and students who have suffered from learning loss will be served first by the additional staff. In all grades, informal assessments will be used to gauge the success of the interventions being used. The elementary school uses STARS, DIBELS, and other assessments that are part of the reading and math curriculum. The junior high and high school students will use their grades and grade checks will be conducted on a weekly basis.	All students will be monitored by each classroom teacher throughout the district and referrals will be made to our K-12 Guidance Counselor. If a student needs more assistance than we can provide, we will look into further assistance through local organizations or to other communities. Each elementary class has a scheduled guidance time with the counselor each week as well.
Students from low income families	Same as above	Same as above
Students of color	Same as above	Same as above
English learners	Same as above	Same as above
Children with disabilities	Same as above	Same as above

Students experiencing homelessness	Same as above	Same as above
Children in foster care	Same as above	Same as above
Migratory students	Same as above	Same as above

**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

- Describe how the school district will spend its remaining allocation consistent with [section 2001€\(2\)](#) 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 N/A	
Academic Supports N/A	\$0
Educator Professional Development N/A	\$0
Interventions that Address Student Well-Being N/A	\$0
Strategies to Address Workforce Challenges	\$0

N/A	
Other Priorities Not Outlined Above	\$0
N/A	
Total Approximate Budget for Investments in Other Allowed Activities	\$0

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 The Faulkton Area School District recently built a new building for students in grades 6-12 and remodeled the elementary school for students in grades PK-5. The new building and the remodeled elementary school now have ionizers (air purification) and is also air conditioned. The older parts of building are not air conditioned.	
Project #1 The remainder of the funds will be used to update the HVAC system by adding dehumidification (air conditioning) to our current system in our existing, older parts of the building. The areas that will get updated include: old gym, AG classroom, old lunchroom, boy's locker room, multi-purpose room, lobby of the new gym, new gym, weight room, and girl's locker room.	\$460,034
Project #2 N/A	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$460,034

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>Overview</p> <p>The Faulkton Area School District will plan for other essential needs for our students as they come up. We plan to have some funds remaining from our ARP/ESSER II allocations and we will have some funds available in our Capitol Outlay fund as well.</p>	

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
<p>Overview</p> <p>The Faulkton Area School District intends to address learning loss of students by supporting them in hiring additional FTE to support these students.</p>
<p>Missed Most In-Person</p> <p>Our Elementary Academic Interventionist (K-5) and our Academic Support Aide (6-12) will review attendance data to identify students who fit into this category. The Faulkton Area School District had several students who contracted COVID-19 and had to miss several days of school. These students will be the main focus group for our staff to work with.</p>
<p>Did Not Participate in Remote Instruction</p> <p>Our Elementary Academic Interventionist (K-5) and our Academic Support Aide (6-12) will review attendance data to identify students who fit into this category. The Faulkton Area School District had several students who contracted COVID-19 and had to miss several days of school. These students will be the main focus group for our staff to work with.</p>
<p>At Risk for Dropping Out</p> <p>Our Academic Support Aide (6-12) will review attendance data to identify students who fit into this category. The Faulkton Area School District had several students who contracted COVID-19 and had to miss several days of school. Students who are considering dropping out</p>

of school will also be referred to our K-12 Guidance Counselor. These students will be the main focus group for our staff to work with.

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> <p>The Faulkton Area School District believes in meaning conversations with our stakeholders. We strive to receive input from the various groups that impact our school setting. During our conversations, three priorities emerged:</p> <ol style="list-style-type: none">1. Academic support for our students.2. Mitigation efforts in our older parts of the building.3. Social-emotional support for staff.
<p>Students</p> <p>Student needs are always one of our priorities. Students were surveyed by the staff to see what things could be added to enhance their experience here at school while trying to assist in mitigation efforts.</p>
<p>Families</p> <p>Our families are important to us, and the school received feedback from our families all throughout last school year. Feedback was documented and support came from our parent-teacher organization.</p>
<p>School and district administrators (including special education administrators)</p> <p>Meetings of the Superintendent Resource Team were held on a regular basis during the previous school year. Input was solicited and reviewed as a team. The data from all stakeholders was discussed and evaluated. The budget was designed by this group. Members on this team include: Superintendent, Secondary Principal, Business Manager, Special Education Director, Technology Coordinator, and the Head Custodian.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Meetings were also held to keep the staff informed on the funds that are available and the ideas that had come from the various groups. This group had input on what priorities should be for the upcoming year. A meeting was held with the elementary staff and the secondary staff prior to the end of the school year.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p>

N/A
Civil rights organizations (including disability rights organizations), as applicable We did not meet with this group.
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 At this time, we have no students who fit into these categories. The district does have EL students who are taught at Brentwood Colony School, Blumengard Colony School, and Thunderbird Colony School. These colonies have been part of our planning process and our back-to-school planning.
The public The public will be able to comment on this plan at our board meetings. We will plan to review and change this plan as needed several times throughout the school year. We have two public forum times during each one of our school board meetings. This allows member of the community to speak up on issue that impact them or their children.

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.