

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

Updated: 12/11/2023

Reviewed: 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 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: Clark School District 12-2	Total ARP ESSER Funding Available: \$645,110.00
Date of School Board Plan Approval: 8-9-2021	Budgeted to Date: \$645,110.00
ARP ESSER School District Plan URL: https://www.clarkschooldistrict.org/districtpolicy Return-to-School District Plan URL: https://www.clarkschooldistrict.org/districtpolicy	Amount Set Aside for Lost Instructional Time: \$239,976.00

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
<p>Overview</p> <p>After having a growing enrollment in our elementary building, we have had to open up areas of the school that had been shut down. Making these updates will help with COVID mitigation strategies such as personal hygiene facilities and physical distancing.</p>	
<p>Equipment and/or Supplies</p> <ol style="list-style-type: none"> Update Elementary boiler and update HVAC system in Voss Wing of Elementary building to help ensure proper heating, cooling, filtering, and circulation of air. Re-install bathroom fixtures in Voss Wing of Elementary building that will enable increased hygiene facility access and social distancing among students and staff. Update HVAC and Air system in student multipurpose area. (Fieldhouse) IPads-, Mac Mini-, & Keyboards-: These additional items will be purchased to help us achieve our goal of having the ability to have a electronic learning device available to every student K-12 in our district. This will help us with continuity of instruction during isolation, quarantines, or other online or distance learning periods. Tri-caster for Live-streaming services. Improvement of our live-streaming services will help with mitigation and physical distancing, especially in the winter months, for concerts, school programming, and other extra-curricular activities. Allowing those in high risk categories to still enjoy school activities and remain connected their peers or children in school. Promethean Boards for each classroom and instructional area. Purchase will enable more student engagement and effective instruction. Server upgrades: Creating additional server space and functionality will allow us to operate various software systems to help provide sustainability to instructional practices in the event of a school 	<ol style="list-style-type: none"> \$147,189.04 \$13,3770.15 \$98,673.63 \$127,538 \$9,418 \$6,796.10

<p>shut down due to COVID or extended student absence.</p> <p>f. Bottle Filler-Water Fountains at Elementary & Fieldhouse: Hands free bottle fillers at two high traffic student and community areas in the district will allow us to help mitigate the spread of respiratory viruses such as COVID and Influenza.</p>	
<p>Additional FTE <i>Not Applicable for Clark School District (CSD) ESSER Plan.</i></p>	
<p>Other Priorities Not Outlined Above <i>Not Applicable for Clark School District (CSD) ESSER Plan.</i></p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	<p>\$405,133.82</p>

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
<p>Overview</p> <p>While the CSD was able to remain open to in-person instruction during the 2020-2021 school year, there were numerous interruptions to student learning due to isolations and quarantines during the school year. That combined with schools closing to in-person learning starting in March of the 2019-2020 school year has highlighted the need to update and revamp our ability to provide academic services during potential disruptions to in-person learning and also help implement strategies to help raise student achievement not just after recent learning disruptions, but lay a foundation for sustainable and improved resources and strategies that will continue to build student growth in their learning.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>a. Purchase of online supplemental curriculum service (Boardworks) that will be utilized by our staff to provide intervention and reinforcement services to our students. This service</p>	<p>a. \$33,621.00 b. TBD c. \$24,663.00</p>

<p>will also assist teachers in providing enhanced instruction to students that may be in isolation or quarantine. This curriculum increases student engagement, which has shown to raise student achievement levels.</p> <p>b. Update K-12 curriculum: District assessment of curriculum needs prioritizing the replacement of obsolete or discontinued series. Updated curriculum series offer formats and resources that will better serve our students during any potential disruption of in-person learning and also allow staff to provide additional intervention and enrichment activities more efficiently to our students. Activities that are proven by evidence based research to improve the academic achievement of students.</p> <p>c. Will purchase/contract NWEA MAPs for formative assessment services. Data from MAP testing will allow district staff targeted data that will be used for intervention, curriculum reviews, and improved instruction.</p> <p>d. Through use of NWEA’s MAPs we will train our staff on formative assessments and use assessment data to improve the identification of students’ strengths/weaknesses to target improve of student instruction.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool) <i>Not Applicable for Clark School District (CSD) ESSER Plan.</i></p>	
<p>Equipment and/or Supplies</p>	<p>a-c.</p>
<p>Additional FTE <i>Not Applicable for Clark School District ESSER Plan.</i></p>	
<p>Other Priorities Not Outlined Above</p>	<p>a. 4,098</p>

<p>a. Acadience training focusing on using phonics to help students that are struggling readers due to gaps in instruction that have occurred the past two school years.</p> <p>b. Professional development targeting formative assessment and other high impact instructional strategies.</p>	<p>b. TBD</p>
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$62,382</p>

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	<p>The Clark School District will use funds to implement evidence-based strategies to meet the academic needs of all K-12 students. By implementing formative assessment systems like NWEA Maps and Acadience we will work to evaluate our curriculum, implement staff development programs, continue in student academic data collection. By reviewing data and feedback from staff, students, and district stakeholders we will work towards expanding our current elementary RTI program into our middle school and high school grade levels. Other goals we have is the implementation of Family Reading and Math Nights for PK-5 and the future creation of after school student support services.</p>	<p>a. Purchase of Universal Screener to assess student social-emotional-learning (SEL) needs.</p> <p>b. Review of data would lead to professional development on student behavior and de-escalation strategies.</p>
Students from low income families	<p>The Clark School District will use funds to address the impact of the COVID-19 pandemic on all low-income students. Low-income students may need targeted interventions and supports to reach academic levels on par with their other peers. The School District will implement strategies designed to engage</p>	<p>The School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face</p>

	<p>and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given 3 times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. 	<p>mental health challenges and need counseling. The specific needs of this population may result in additional SEL supports and programs.</p>
Students of color	<p>The Clark School District will use funds to address the impact of the COVID pandemic on all students of color by considering the unique needs of this population. Our goal will be to create an environment of respect and inclusion for all students in addition to providing academic support services and programming that will help alleviate any potential barriers. The School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given 3 times each year to determine specific areas of learning loss. <p>Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.</p>	<p>The Clark School District will use funds to address the potential impact of the COVID pandemic for all students of color in the area of SEL challenges and potential supports. The School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
English learners	<p>The Clark School District will use funds to address the impact of the COVID pandemic on all English Learner students. Acknowledging and the working on mitigating potential language barriers will be a goal of the district. Interventions and supports for English learners will be developed to help mitigate potential language barriers that impact communication and academic learning. The School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based</p>	<p>The Clark School District will use funds to address the impact of the COVID pandemic for all English Learners (ELs) by evaluating the specific needs of this demographic group within the district. SEL supports, along with language acquisition services will be important to elevate communications. The School District will seek professional development</p>

	<p>on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> NWEA Assessments given 3 times each year to determine specific areas of learning loss. <p>Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.</p> <p>a. Staff training for English Second Language (ESL) instruction.</p>	<p>opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
Children with disabilities	<p>The Clark School District will use funds to address the impact of the COVID pandemic on all children with disabilities, by evaluating the unique needs of this demographic within in our district. These students often face unique learning challenges depending on the level of their disability. Collaboration between the student’s academic team and parent/guardians will be instrumental in developing IEP and academic plans that will positively benefit students. The School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> NWEA Assessments given 3 times each year to determine specific areas of learning loss. <p>Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.</p>	<p>The Clark School District will use funds to address the impact of the COVID pandemic for all children with disabilities by considering the unique needs of this population in regard to SEL supports and interventions. With these potential needs in mind, students with disabilities may need increased attention when it comes to interventions and counseling supports.</p>
Students experiencing homelessness	<p>The Clark School District will use funds to address the impact of the COVID pandemic on all students who experience homelessness. The School District will look to consider the unique needs of this demographic within our schools. Due to Homeless Students often starting behind their peers academically, they may need elevated interventions and supports to help close achievement gaps. The School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for</p>	<p>The Clark School District will use funds to address the impact of the COVID pandemic for students that experience homelessness by considering the unique needs of this population in regard to SEL supports and interventions. With these potential needs in mind, students who experience homelessness may need</p>

	<p>academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given 3 times each year to determine specific areas of learning loss. <p>Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.</p>	<p>increased attention when it comes to interventions and counseling supports. The School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
Children in foster care	<p>The Clark School District will use funds to address the impact of the COVID pandemic on all students who may be in Foster Care situations. The School District will look to consider the unique needs of this demographic within our schools. Due to Foster Care Student often starting behind their peers academically, they may need elevated interventions and supports to help close achievement gaps. The School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given 3 times each year to determine specific areas of learning loss. <p>Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.</p>	<p>The Clark School District will use funds to address the impact of the COVID pandemic for all children in Foster Care by considering the unique needs of this population in regard to SEL supports and interventions. With these potential needs in mind, students in Foster Care may need increased attention when it comes to interventions and counseling supports. The School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
Migratory students	<p>The Clark School District will use funds to address the impact of the COVID pandemic on all migratory students. The School District will look to consider the unique needs of this demographic within our schools. Due to Migratory Students often starting behind their peers academically, they may need elevated interventions and</p>	<p>The Clark School District will use funds to address the impact of the COVID pandemic for all Migratory Students by considering the unique needs of this population in regard to SEL supports and interventions. With these potential needs in mind, Migratory Students may need increased attention when it comes</p>

	<p>supports to help close achievement gaps. The School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given 3 times each year to determine specific areas of learning loss. <p>Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.</p>	<p>to interventions and counseling supports. The School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
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**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
<p>Overview Will develop a plan to provide staff with professional development opportunities related to our testing assessment and the use of testing data in order to better identify the strengths/weaknesses of the students we serve. This is an allowable use described under addressing learning loss among students through formative assessments to accurately assess students’ academic progress and assist educators in meeting students’ academic needs.</p>	
<p>Academic Supports TBD</p>	
<p>Educator Professional Development TBD</p>	
<p>Interventions that Address Student Well-Being TBD</p>	

Strategies to Address Workforce Challenges	
TBD	
Other Priorities Not Outlined Above	
TBD	
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 After having a growing enrollment in our elementary building, we have had to open up areas of the school that had been shut down. Making these updates will help with COVID mitigation strategies such as personal hygiene facilities and physical distancing.	
Project #1 a. Update Elementary boiler and Update HVAC system in Voss Wing of Elementary building to help ensure proper heating, cooling, filtering, and circulation of air.	\$259,782
Project #2 a. Re-install bathroom fixtures in Voss Wing of Elementary building that will enable increased hygiene facility access and social distancing among students and staff.	\$15,000
Project #3 a. Update HVAC and Air system in student multipurpose area. (Fieldhouse)	\$100,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$374,782

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>Essential student needs (Student achievement and the health and wellbeing of all students and staff are being met through ESSER III funds as well as district-level funds.</p>	<p>\$270,328</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>Through the use of NWEA’s MAPs testing we will be able to target specific learning needs to adjust instruction and coursework needs prior to graduation. An available after school program for MS/HS students so that they can access time for academic support. Based on SD-STAR, Acadience, and other district data we have identified that our colony, middle school, and high school students are in need of an intervention or RTI program. We are currently holding building level meetings and using professional development time to begin building RTI programs at the colony, middle school, and high school levels.</p>
<p>Missed Most In-Person</p> <p>Teachers are working with selected students before and after school, to assist with homework and strengthen academic skills.</p>
<p>Did Not Participate in Remote Instruction</p> <p>TBD</p>
<p>At Risk for Dropping Out</p>

Weekly grade checks and parent/guardian contacts are being made to help re-engage students.

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>After consulting stakeholder feedback, the three highest priority needs that emerged from the pandemic and its continued aftermath:</p> <ul style="list-style-type: none"> • Providing high quality instruction and safe in-person learning opportunities for our students. • Strategic investments in educational services, including learning infrastructure that will have long-lasting benefits for students. • Improved formative assessment abilities to target student learning and monitor it into the future.
<p>Students</p> <p>Attendance, teacher feedback, and future MAPs Assessment Data. The administrative team will also continue meeting with Student Council representation to gather feedback and input of students involving their social, emotional, and academic need along with potential ideas for other funding uses.</p>
<p>Families</p> <p>District staff sought out family input and have received feedback over the course of the past year on the impact of COVID, student education, and potential ideas for ESSER funding allocations.</p>
<p>School and district administrators (including special education administrators)</p> <p>Administrative team meetings between building levels to determine needs and brainstorm evidence-based strategies to enhance student achievement by the strategic use of ESSER funding.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Staff feedback has been collected for the past year along with discussion with the district’s Return-To-School committee regarding the potential use of federal dollars including ESSER funding.</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 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 Stakeholder feedback was collected over the course of the year and were encouraged to participate in school board meetings or contacting administration.
The public Stakeholder feedback was collected over the course of the year and were encouraged to participate in school board meetings or contacting administration.

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)
- December 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.

District Contact Person:

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