

# ARP ESSER Plan



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# Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). This legislation awards grants to state educational agencies (SEAs) for providing local educational agencies (LEAs, i.e., school districts) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

South Carolina will receive \$2,112,051,487 in ARP ESSER funds from the ARP Act, with 90 percent being awarded to LEAs with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020. The remaining funds to South Carolina will be used for state-level activities to address issues caused by COVID-19.



This plan describes how the LEA will use funds that it is awarded under the ARP ESSER program. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the [ARP ESSER grant](#) terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, [86 FR 21195](#).

# ARP ESSER Budget Overview

## Total Amount of LEA Award

\$15,012,692.00

## Required 20 Percent for Learning Loss

\$3,002,538.40

## Funds for Prevention and Mitigation Strategies

In the text field below, describe the extent to which and how the LEA will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

(Click box to scroll)

As a requirement of the American Rescue Plan: Elementary and Secondary School Emergency Relief (ARP/ESSER III) District Five has published its Reentry Plan which details instructional, health and safety, and operational procedures related to a safe return to in-person, five-day instruction for the 2021-2022 School Year.

As authorized under ARP/ESSER III, District Five has allocated funds for prevention and mitigation strategies that support the Reentry Plan and focus on the following priorities:

### Priority 2: Coordination of Emergency Responses:

Funds will be used to hire the following temporary, grant-funded positions: (3) Certified Nursing Assistants (CNA) to provide assistance to School Nurses with Covid-19 reporting requirements and support of medically-fragile students who require 1:1 medical attention via Physicians Orders and further assist Nursing Services Department with post-pandemic caseloads in all district schools on an as-needed basis for the duration of available funds.

### Priority 6: Sanitation Services and Supplies

Funds will be used for supplies to sanitize and clean facilities in response to Covid-19 exposure and as a mitigation strategy. Supplies will include: chemicals/disinfectants to be used after exposure in specific areas of school/district facilities and buses, hand sanitizer, and general disinfectants and wipes for use throughout school/district facilities and during extracurricular and summer activities to limit exposure.

### Priority 12: School Facility Repairs and Improvements

Funds will be used for school facility repairs and improvements related to the replacement of HVAC systems and roof repairs and actual costs associated with the repairs/improvements at identified schools.



# ARP ESSER High Level Budget

Note: The total amounts below must match the LEA's ARP ESSER Budget that details expenditures by allowable activity. A description of the ARP ESSER allowable activities are online on the [ARP Act ESSER Spending Categories webpage](#).

ARP ESSER Allowable Activity	Budgeted Amount
Learning Loss (20% required)	\$3,302,538.40
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	\$146,000.00
Coordination, preparedness, and response efforts	\$378,000.00
Activities to address unique needs of specific students	\$511,349.60
Improving preparedness and response efforts	\$0.00
Training and professional development on sanitation	\$0.00
Supplies to sanitize and clean facilities	\$148,996.75
Planning, coordinating, and implementing school closures	\$72,000.00
Educational technology	\$90,000.00
Mental health services and supports	\$3,139,003.25
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	\$0.00
Addressing learning loss among students (in addition to Learning Loss budgeted above)	\$3,462.00
School facility repairs and improvements	\$2,000,000.00
Improving indoor air quality	\$4,911,342.00
Developing and implementing public health protocols	\$310,000.00
Other activities to maintain operation and continuity of services	\$0.00
<b>Total Budget</b>	<b>\$15,012,692.00</b>

# Activities to Address Learning Loss

## ARP ESSER Learning Loss Requirements

The LEA must use 20 percent of the funds it receives under the ARP ESSER program to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. The LEA should duplicate or align with the goals, strategies, and evidence-based interventions in its Academic Recovery Plan to minimize duplication of efforts.

### Academic Recovery Plan – English Language Arts (click box to scroll)

GOAL #1: Provide standards-based instruction with high expectations for all students as measured by the percent of students in grades 2-8 who meet or exceed Spring 2021 to Fall 2023 growth projections to remain at or above the 55th percentile on MAP Achievement and Growth in Reading.

#### STRATEGIES:

- We will employ standards-based instructional practices using research-based instructional strategies that foster challenging curricula and high expectations for all students.
- We will conduct professional development experiences for all district staff (and additional planning days for

### Academic Recovery Plan – Mathematics (click box to scroll)

GOAL #1: Provide standards-based instruction with high expectations for all students as measured by the percent of students in grades 2-8 who meet or exceed Spring 2021 to Fall 2023 growth projections to remain at or above the 55th percentile on MAP Achievement and Growth in Math.

#### STRATEGIES:

- We will employ standards-based instructional practices using research-based instructional strategies that foster challenging curricula and high expectations for all students.
- We will conduct professional development experiences for all district staff (and additional planning days for

### Academic Recovery Plan – Social, Emotional, Behavioral and Mental Health (click box to scroll)

Tier 1: Continuance of ESSER II initiatives to address community-wide needs related to the social emotional well-being and mental health of students, families, and teachers/staff across the district. Strategies to include:

- 1) Professional Development: coaching, training, field studies, and book studies to develop staff capacity in implementing SEL practices and curriculum in schools
- 2) Marketing/Communications: displays, data collection, and promotional materials related to SEL programs serving students, families, staff and community
- 3) Community Connections: nonprofit, faith-based, residential communities, and municipal partnerships to

### Academic Recovery Plan – Other Activities (click box to scroll)

Provide a Tier 3 Behavioral Intervention for students served in special education who exhibit significant behavioral challenges that affect their academic outcomes. Funds will be used to hire one Program Lead (temporary, grant-funded position).

Funds will be used for the Foundation Academy (classroom supplies, student transportation, and professional development) which supports elementary school aged students in need of smaller, individualized instruction due to behavioral challenges that impede academic outcomes.



# Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the [ARP ESSER Spending Plan Categories webpage](#).

## Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act Description of Planned Activities if applicable (click box to scroll)

1. c. Adult Education and Family Literacy Act  
Approved Activities:

Activity 1: Funds will be used to hire a Program Lead (Youth Engagement Counselor) to provide additional supportive services to students ages 17-21 enrolled in the Adult Education program. The Program Lead will provide academic, behavioral, and social-emotional support to students, and make referrals/connections to community resources (financial, housing, mental health, and medical assistance) to ensure that students have appropriate services to support their academic and career goals.

Activity 2: Funds will be used to hire a Math/Computer Literacy Instructor who will provide on-site individual and small group instruction to support students in earning their HSED or GED and other identified academic/career goals.

## Coordination, preparedness, and response efforts

Description of Planned Activities if applicable (click box to scroll)

Activity 1: Funds will be used to hire the following temporary, grant-funded positions: (3) Certified Nursing Assistants (CNA) to provide assistance to School Nurses in reporting requirements and support of medically-fragile students who require 1:1 medical attention via Physicians Orders and further assist Nursing Services Department with post-pandemic caseloads in all district schools on an as-needed basis for the duration of available funds.

## Activities to address unique needs of specific students

Description of Planned Activities if applicable (click box to scroll)

Activity 1: Funds will be used to hire one Program Lead (temporary, grant-funded position) to lead a Tier 3 behavioral intervention for students served in special education who exhibit significant behavioral challenges that affect their academic outcomes.

Activity 2: Additional funds will be used for supplies (instructional, hygiene kits/clothing, etc) for students with economic needs as identified by school administrators, counselors, and social workers.

Activity 3: Funds will be used for student and family activities under the Community Support Services initiative (clothing and school supplies, extracurricular fees, afterschool/summer program fees, transportation, and neighborhood activities to promote social-emotional wellness).

Activity 4: Funds will be used for the Foundation Academy (classroom supplies, student transportation, and

### Improving preparedness and response efforts

Description of Planned Activities if applicable (click box to scroll)

N/A

### Training and professional development on sanitation

Description of Planned Activities if applicable (click box to scroll)

N/A

### Supplies to sanitize and clean facilities

Description of Planned Activities if applicable (click box to scroll)

Activity 1: Funds will be used for supplies to sanitize and clean facilities in response to Covid-19 exposure and as a mitigation strategy. Supplies will include chemicals/disinfectants to be used after exposure in specific areas of school/district facilities and buses, hand sanitizer, and general disinfectants and wipes for use throughout school/district facilities and during extracurricular and summer activities to limit exposure.

Activity 2: Funds will be used to purchase floor sanitizing equipment (all-purpose and carpet extractors) to assist custodians in cleaning and sanitizing hard surface floors and carpets in all school and district buildings quickly and effectively to reduce transmission of viruses in areas with a high frequency of germs, bacteria and breeding grounds for illnesses.

### Planning, coordinating, and implementing school closures

Description of Planned Activities if applicable (click box to scroll)

Activity 1: Funds will be used to purchase a control management system to ensure freezer and cooler temperatures can be remotely monitored to maintain proper temperatures per Hazard Analysis Critical Control Points (HACCP) requirements in the event of a future long-term closure.



### **Educational technology**

#### **Description of Planned Activities if applicable (click box to scroll)**

Activity 1: Funds will be used to provide monthly service for up to 100 hot spots provided to students who lack access to the Internet, over the next three years. Students in need of hot spots will be identified by school triage teams comprised of school administrators, counselors, social workers, and interventionists.

Activity 2: Funds will be used to purchase laptops and hardware for staff to support virtual instruction and provide flexibility for staff to who work across multiple locations.

### **Mental health services and supports**

#### **Description of Planned Activities if applicable (click box to scroll)**

Activity 1: Funds will be used to hire nine Case Managers (temporary, grant-funded) positions and one Lead Case Manager (temporary, grant-funded) to provide intensive case management services to students/families in need.

Activity 2: Continuance of ESSER 2 initiatives to address community-wide needs to address the social-emotional well-being and mental health of students, families, and teachers/staff across the district.

### **Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)**

#### **Description of Planned Activities if applicable (click box to scroll)**

N/A

### **Addressing learning loss among students (in addition to Learning Loss budgeted above)**

#### **Description of Planned Activities if applicable (click box to scroll)**

Activity 1: Funds will be used to purchase instructional materials to support the district's Academic Enrichment Camps.

### School facility repairs and improvements

#### Description of Planned Activities if applicable (click box to scroll)

Activity 1: Funds will pay for the roof and building envelope repairs at Dutch Fork Elementary School and Irmo High School associated with the replacement of HVAC unit systems (Category 13).

Activity 2: Funds will pay for the gymnasium roof recovery project at CrossRoads Intermediate School.

### Improving indoor air quality

#### Description of Planned Activities if applicable (click box to scroll)

Activity 1: Replacement of HVAC systems at Dutch Fork Elementary School and Irmo High School.

Activity 2: Replacement of HVAC systems at Chapin Intermediate School, Chapin High School, and Ballentine Elementary School, and window replacement at Seven Oaks Elementary School.

Activity 3: Purchase and install new HVAC controls at HE Corley Elementary School Leaphart Elementary School, Chapin Elementary School, and Chapin Intermediate School.

Activity 4: Replacement of HVAC at CrossRoads Intermediate School and River Springs Elementary School.

### Developing and implementing public health protocols

#### Description of Planned Activities if applicable (click box to scroll)

Activity 1: Salary/fringe for school nurses to work during the summer to develop and implement public health protocols, and support students and teachers during the operation of summer academic enrichment camps. Includes opportunities for professional development.

Activity 2: Funds for supplies to create/replace signage of Covid-19 mitigation protocols in school and district facilities.

Activity 3: Funds for CPR/First Aid training supplies and vision/hearing screening equipment.

Activity 4: Funds for SNAP software that school nurses use to document positive cases and symptoms of Covid-19, as well as track data.

### Other activities to maintain operation and continuity of services

#### Description of Planned Activities if applicable (click box to scroll)

N/A



# Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements to address the academic impact of lost instructional time 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. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication. (click box to scroll)

In addition to the activities proposed under Priority 3 that specifically address the unique needs of students with disabilities and low-income students along with Priority 9 that specifically addresses the social emotional and mental health needs of students, progress monitoring will follow the district's Academic Recovery Plan, using a three-tiered model for intervention as follows:

## Tier 1 (Mild learning gaps)

- Progress Monitoring Data tracked from various applications will help to monitor student progress and address learning gaps (Progress Learning, DreamBox, FastBridge, Apex Tutorials, Edmentum, iReady RtI Tier 3 B Special Education, Reading Horizons, Math Nation, RALLY Data, D5 Dashboard-Tableau).
- Common Formative Assessments in Data Teams will help us progress monitor student learning and adjust instructional strategies.
- Classroom Mosaic Observations will allow administrators and District Instructional Staff to monitor teaching and learning in all classrooms.

## Tier 2 (Moderate learning gaps)

- Instructional programs will be utilized to support student achievement and learning gaps (APEX Learning Tutorials and Courses for EOCEP Courses, USA TestPrep for EOCEP Courses, Math Nation)
- Progress Monitoring Data tracked from various applications will help to monitor student progress and address learning gaps (Progress Learning, DreamBox, FastBridge, Apex Tutorials and Courses, Edmentum, iReady RtI Tier 3 B Special Education, Reading Horizons, Math Nation, USA TestPrep for EOCEP Courses, RALLY Data, and Grade distributions from Tableau to sort and filter domains such as academic progress, attendance, etc.)
- High effect instructional strategies will impact learners to address learning recovery
- Develop, use, and analyze common formative assessments to determine instructional strategies in the data team process.
- Common Formative Assessments in Data Teams will allow us to progress monitor student learning and adjust instructional strategies. Additionally, Data Teams will be observed and coached for high effect instructional strategies that accelerate learning.
- Classroom Mosaic Observations will allow administrators and District Instructional Staff to monitor teaching and learning in all classrooms.

# Consultation and Public Input

The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA must engage in meaningful consultation with each of the following, to the extent that they are present in or served by the LEA: Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Description of how public input was obtained (click box to scroll)

Meaningful consultation with stakeholders along with public input was sought in several ways during the summer to help inform the development of District Five's ESSER 3 Spending Plan. The interim superintendent met with each of the three separate Superintendent Advisory Council's (students, teachers, and families) as well as the ministerial council representing various faith-based organizations located within the district's geographic boundaries. Following these meetings, the interim superintendent met with district administrators and school principals; and a community survey was open for public comment and input between August 4 and August 11, 2021. Initial results of the survey were communicated by the interim superintendent during a Community Stakeholder Listening Session on August 12, 2021. The community survey was emailed to all district students, staff, and families; and the link was posted on the district's website homepage and publicized on the district's Facebook page.

Fall 2023 Update: public input continued throughout 2022-2023 with individual and team meetings with elementary school principals, parents, and district administrators regarding the increased need for a viable

Required Stakeholder	Date(s) of Input
Students	07/15/2021
Families	07/14/2021
School and district administrators	07/19/2021
Teachers	07/15/2021
Principals & school leaders	08/02/2021
Other educators, school staff	08/11/2021
Professional organizations	07/14/2021
Other stakeholders representing key student subgroups	08/11/2021



# ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the LEA's Subgrant Award Notification and accompanying attachments.

1. This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.
2. This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
  - a. summer learning or summer enrichment,
  - b. extended day,
  - c. comprehensive afterschool programs,
  - d. extended school year programs, or
  - e. other evidence-based interventions,
 and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. This LEA will either:
  - a. within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
  - b. develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.

5. This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:
- a. how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
  - b. overall plans and policies related to the LEA's support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
  - c. data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
  - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - e. LEA uses of funds to sustain and support access to early childhood education programs;
  - f. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  - g. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  - h. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  - i. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.