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

Updated: 6/2/2021

Updated: 10/11/2021

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](https://oese.ed.gov/files/2021/04/ARP-ESSER-State-Plan-Template-04-20-2021_130PM.pdf) issued April 21, 2021 from US ED, and US ED’s [Frequently Asked Questions](https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf) issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

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| **School District:**  **Alcester-Hudson School District 61-1** | **Total ARP ESSER Funding Available:**  **$359,160** |
| **Date of School Board Plan Approval:**  **August 9, 2021** | **Budgeted to Date:**  **$359,160** |
| **ARP ESSER School District Plan URL:**  [**www.alcester-hudson.k12.sd.us/district/covid- return-to-school-plan.cfm**](http://www.alcester-hudson.k12.sd.us/district/covid-%20return-to-school-plan.cfm) | **Amount Set Aside for Lost Instructional Time:**  **$322,160** |

**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.

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| **Narrative** | **Approximate Budget** |
| **Overview**  The Alcester-Hudson School District used prior ESSER monies on cleaning materials to disinfect and sanitize the school buildings. The district will continue to use ARP funding to purchase cleaning supplies and PPE. The school district will use ARP funding to hire an additional .2 FTE custodial staff member for the 2021-22 school year. We will monitor CDC guidance and the SD Department of Health on a regular basis to ensure cleaning and sanitation are aligned with recommended guidelines, including cleaning high-touch surfaces at least once a day, disinfecting areas occupied by someone who tested positive for Covid-19, and educating staff, students, parents, and stakeholders about handwashing, symptoms, masks, social distancing, etc. | |
| **Equipment and/or Supplies**  PPE – including gloves, masks, shields, hand sanitizer  Cleaning Supplies – disinfectant/cleaners and the sanitizing equipment necessary to keep the school safe and clean | **$9,000** |
| **Additional FTE**  Additional custodial staff to clean and disinfect tables during lunch | **$28,000** |
| **Other Priorities Not Outlined Above**  NA |  |
| **Total Approximate Budget for Mitigation Strategies** | **$37,000** |

**Academic Impact of Lost Instructional Time**

1. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001(e)(1)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H02072C413F7244519FA5BB241E54A282) 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](https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](https://doe.sd.gov/title/schoolimprovement.aspx)). 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.

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| **Narrative** | **Approximate Budget** |
| **Overview**  Data analysis is conducted annually. Our test scores for 2021 are higher than anticipated considering how the time students spent learning at home impacted face to face instruction, classroom interactions, and the structure the school setting offers. Teachers indicate that approximately 10% of students were negatively affected by this.  The Alcester-Hudson School District offered in-person and remote learning for all students during the 2020-2021 school year. The 2021-2022 school year will continue with in-person learning. Remote learning will be offered as necessary.  The Alcester-Hudson School District believes in-person learning is the most effective strategy to provide supports for students who lost instructional time. We are looking to address these trends through a combination of additional staff members, extended learning opportunities, and examining curriculum pacing to meet individual learning styles and levels of engagement. Classroom and district assessment will assist in identifying specific areas of learning deficiency. We will visit the South Dakota Strong Schools document as a reference of evidence-based practices such as What Works Clearinghouse, Iris, and the Doing What Works Library. | |
| **Specific Evidence-Based Interventions (eg., curriculum, assessments)**  NA |  |
| **Opportunities for Extended Learning (eg., summer school, afterschool)**  As teachers observe students struggling in class, they will contact parents and attempt to set up tutoring sessions with these students. The tutoring will take place either before or after school with the classroom teacher. In addition, students in Grades 4-12 may also take advantage of the structured after-school program taught by certified teachers. | **$67,560** |
| **Equipment and/or Supplies**  NA |  |
| **Additional FTE**  1 FTE Kindergarten Teacher .5 FTE 4th – 6th Grade Aide  .5 FTE At-Risk Instructor for Grades 7-12 | **$210,000** |
| **Other Priorities Not Outlined Above**  It is important that teachers know how and when they are going to teach each standard in their classroom. Curriculum mapping facilitates a conversation between teachers ensuring all standards are covered within a grade and also within the grades above and below. These facilitated conversations will also include examining evidence-based classroom practices and resources to identify teaching strategies and curriculum to address learning loss. | **$44,600** |
| **Total Approximate Budget for Academic Impact of Lost Instructional Time** | **$322,160** |

**Investments Aligned with Student Needs**

1. 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.\*

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| **Population** | **Academic** | **Social, Emotional, and Mental Health** |
| **All students** | Based on the data analysis and overviews described above, the Alcester-Hudson 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:   * Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. * Extended learning opportunities through tutoring and the after school program for students in grades 4-12.   Students will be monitored and success will be indicated by classroom and district assessment scores increasing each year. | The Alcester-Hudson School District staff and teachers will monitor the social, emotion, and mental health of all its students. Counselors will be available for students who face mental health challenges and need counseling. |
| **Students from low income families** | Based on the data analysis and overviews described above, the Alcester-Hudson 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:   * Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. * Extended learning opportunities through tutoring and the after school program for students in grades 4-12.   Students will be monitored and success will be indicated by classroom and district assessment scores increasing each year. | The Alcester-Hudson School District staff and teachers will monitor the social, emotion, and mental health of all its students. Counselors will be available for students who face mental health challenges and need counseling. |
| **Students of color** | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. |
| **English learners** | Based on the data analysis and overviews described above, the Alcester-Hudson 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:   * Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels.   Students will be monitored and success will be indicated by classroom and district assessment scores increasing each year. | The Alcester-Hudson School District staff and teachers will monitor the social, emotion, and mental health of all its students. Counselors will be available for students who face mental health challenges and need counseling. |
| **Children with disabilities** | Based on the data analysis and overviews described above, the Alcester-Hudson 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:   * Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. * Extended learning opportunities through tutoring and the after school program for students in grades 4-12.   Students will be monitored and success will be indicated by classroom and district assessment scores increasing each year. | The Alcester-Hudson School District staff and teachers will monitor the social, emotion, and mental health of all its students. Counselors will be available for students who face mental health challenges and need counseling. |
| **Students experiencing homelessness** | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. |
| **Children in foster care** | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. |
| **Migratory students** | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. | This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19. |

*\*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**

1. Describe how the school district will spend its remaining allocation consistent with [section 2001(e)(2)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8) of the ARP Act (see [here](https://www.congress.gov/bill/117th-congress/house-bill/1319/text" \l "H1C1CA7B872894DE0B325C5BB06991BB8) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

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| **Narrative** | **Approximate Budget** |
| **Overview**  NA | |
| **Academic Supports**  NA |  |
| **Educator Professional Development**  NA |  |
| **Interventions that Address Student Well-Being**  NA |  |
| **Strategies to Address Workforce Challenges**  NA |  |
| **Other Priorities Not Outlined Above**  NA |  |
| **Total Approximate Budget for Investments in Other Allowed Activities** |  |

1. 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](https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf) B-6, B-7, B-8 and C-27.

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| **Narrative** | **Approximate Budget** |
| **Overview**  NA | |
| **Project #1**  NA |  |
| **Project #2**  NA |  |
| **Total Approximate Budget for Renovation, Air Quality, and/or Construction** |  |

1. 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.

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| **Narrative** | **Approximate Budget** |
| **Overview**  NA |  |

**Engaging Students at Risk**

1. 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:
   1. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
   2. Students who did not participate or participated inconsistently in remote instruction
   3. 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.

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| **Narrative** |
| **Overview**  The Alcester-Hudson School District will continue to offer a quality education with effective teaching strategies and focused interventions that are designed to meet the needs of all our students. These strategies will identify, reengage, and support students who are most likely to experience the impact of lost instructional time.    After reviewing student academic data, attendance, behavior, graduation rates, drop out numbers, and listening to teacher feedback, the District did not identify any significant rates regarding at risk students.  During the 2020-21 school year, we had a very low percentage of students choose to participate in remote learning. There were no discernable changes in academic results as they performed just as well remotely as they did in-person due to the quality of instruction.  We did not have any students drop out.  This fall, all students who were remote learning in 2020-21 returned to on-site learning. |
| **Missed Most In-Person**  The District is not using ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time. We believe that the activities described in the Academic Impact of Lost Instructional Time (extended learning time and enrichment programs) and the curriculum and program offerings supported by District local funds address the needs of all students, including those who missed the most in-person learning time. |
| **Did Not Participate in Remote Instruction**  The District is not using ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time. We believe that the activities described in the Academic Impact of Lost Instructional Time (additional in-person instructors) and the curriculum and program offerings supported by District local funds address the needs of all students, including those who did not actively participate in remote instruction. |
| **At Risk for Dropping Out**  The District is not using ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time. We believe that the activities described in the Academic Impact of Lost Instructional Time and curriculum and program offerings supported by District local funds (credit recovery) address the needs of all students, including those most at risk for dropping out. |

**Stakeholder Consultation:**

1. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

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| **Narrative** |
| **Overview, including the three highest priority needs that emerged from consultation**  The following opportunities provided meaningful conversation with stakeholders:   * Board Presentations * Budget Committee Meeting * Advisory Groups   After engaging in meaningful conversation about meeting student needs stemming from the pandemic and its aftermath, the following needs were identified:   * Safe return to in-person and high-quality instruction * Communicating and updating parents, students, and other stakeholders as conditions change * Prioritize spending on non-recurring expenses * Students who did not actively participate in remote learning * Social, emotional, and mental health of students and staff |
| **Students**  Student Academic Data, Attendance, and Behavioral Reports were analyzed to determine any significant trends. |
| **Families**  Families were invited to open board meetings where the needs and proposed uses of ARP funds were on the agenda. The district has taken public input on this plan during its regular July and August School Board meeting and will continue to regularly engage in meaningful conversations with parents about the use of ARP ESSER funds. |
| **School and district administrators (including special education administrators)**  The district’s administration team worked together to complete this document. |
| **Teachers, principals, school leaders, other educators, school staff, and their unions**  The district has a leadership team that is made up of many of these components. The team met and provided input concerning the use of ARP ESSER funds to complete this document. This team will review the ARP ESSER Plan, and amend if necessary, every six months. |
| **Tribes (for affected LEAs under Section 8538 of the ESEA; see** [**here**](https://doe.sd.gov/title/documents/Tribal-Cons-Guid-2020.pdf) **for more detail)**  NA |
| **Civil rights organizations (including disability rights organizations), as applicable**  NA |
| **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**  Stakeholders were invited to open board meetings where the needs and proposed uses of ARP ESSER funds were and will continue to be on the agenda. |
| **The public**  The public is always welcome to provide input at regular board meeting or by contacting the superintendent. |

**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.