

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

Updated: 9/30/21

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: Andes Central School District	Total ARP ESSER Funding Available: \$4,127,304
Date of School Board Plan Approval: Aug. 9, 2021	Budgeted to Date: \$1,833,917
ARP ESSER School District Plan URL: https://www.andescentral.k12.sd.us/page/parent-and-enrollment-information https://www.andescentral.k12.sd.us/browse/66762	Amount Set Aside for Lost Instructional Time: \$1,351,600

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>Parents will be asked to screen at home each morning and to keep home students with any symptoms. Students who become ill at school will be picked up by parents. Students hand sanitize prior to getting on the bus, both morning and afternoon. The busses are sanitized after morning and afternoon routes. Students sanitize before entering classrooms and in the meal line. Additional hand-washing breaks are built into the elementary schedule. Meal times and recess times have been staggered to allow for more distancing. Additionally, seats on the cafeteria tables are blocked off to increase distance. Two staff people enter students' meal numbers. Staff serve the salad bar to minimize contact. Plexiglass barriers are in place on shared tables in the classrooms. Tables/desks are moved to create more distance. Middle school and high school passing times are staggered to decrease the number of people in the halls. Teachers will use sanitizing cleaner on students' desks daily. Small totes/baggies keep supplies/materials separated by student. The district's goal is to provide face-to-face instruction as much as possible. The district may have to move into short-term remote or long-term remote. If the district moves into remote for more than two days, meals will be provided to students. Gym classes will be outside as much as possible. Elementary art will take place in the respective classrooms instead of the art room to minimize contact. Band students' will use instrument covers to minimize respiratory spray. Visitors to the building will not be allowed beyond the office.</p> <p>Those students who have demonstrated success with remote learning will be allowed to continue remote learning for 21-22.</p> <p>Hand sanitizer is available in all classrooms, offices and in common areas. Portable hand sanitizers are used for activities. Masks are available on the busses and in the building.</p> <p>The district requires proper masking when social distancing is not possible.</p> <p>Athletes are temp checked each day and are required to wear masks on the bus.</p> <p>Janitors wipe commonly touched surfaces several times each day.</p> <p>Social distancing signs are placed throughout the building. Hand washing signs are on the mirrors in all bathrooms.</p> <p>Drinking fountains have been turned off; however, staff and students have access to water bottle fillers.</p> <p>Touchless paper towels dispensers, automatic toilet flushers and faucet sensors will be installed to minimize the number of commonly touched surfaces.</p>	

<p>A large screen and projector will be installed in the auxiliary gym to create a large open space that can accommodate social distancing for events that can be projected for others to view.</p> <p>Additional stadium bleachers will be purchased to increase social distance space for football and track events. Internet access points will be purchased to provide streaming capabilities so people have the option of viewing the game while isolated. The crowd's nest will be expanded to provide more distance between people.</p> <p>Portable stanchions and gates will be purchased to create barriers to keep groups separated.</p> <p>An outdoor area will be landscaped for an outdoor classroom to increase social distancing.</p> <p>Electro-magnetic lighting will be placed in ductwork to kill germs. The HVAC system is programmed to allow more fresh air into the building.</p> <p>The district will follow DOH recommendations regarding isolation/quarantine of staff who are COVID positive or considered a close contact. The district will follow DOH guidelines regarding the determination of a close contact.</p>	
<p>Equipment and/or Supplies</p> <p><i>Masks, hand sanitizer, wipes, chemical for misting sprayers, thermometers, gloves, plexiglass, totes, PPE</i></p> <p><i>Touchless equipment and batteries</i></p> <p><i>Projection screen and projector and installation</i></p> <p><i>Bleachers, crowd's nest, internet</i></p> <p><i>Stanchions and gates</i></p> <p><i>Outdoor classroom</i></p>	<p>45,000</p> <p>11,500</p> <p>36,000</p> <p>35,500</p> <p>6,500</p> <p>40,000</p>
<p>Additional FTE</p> <p>0</p>	
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	<p>174,500</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>The district will be purchasing a new math curriculum. Digital formats will be purchased as well. Curricula will be selected based on information from Best Evidence Encyclopedia. Digital curricula that support current curricula will be purchased. All students will have the opportunity to participate in extended learning activities such as after school tutoring, summer school and Saturday school. These learning opportunities will be individualized based on student need. Transportation will be provided and meals/snacks will be provided. Additionally, Boost Up will be offered for PK and K. A Positive Behavior Intervention Support/Multi-Tiered System of Support (PBIS/MTSS) staff person will be employed to assist students in developing positive behaviors to be more successful in both school and out-of-school. A focus will be placed on building and maintaining relationships. A floating sub will be hired to ease staff absences and to provide consistency for students. Three intervention teachers will be hired to work with students k-12. A para professional will also provide additional assistance for elem students. Interventions will be based on student need. MS/HS students who were not successful in a remote learning environment will be paired with a certified teacher for a check in/check out each day (SOAR – Student Organization and Academic Responsibility).</p> <p>All Andes Central students were moved into remote learning from mid-March 2020 – end of May 2020. During this time, the majority of students were not successful at remote learning. During the first quarter of 2020-21, 25% of the students elected remote learning. By second quarter less than 10% were still engaged in remote learning. A few of these students were successful at remote learning, but the majority were not. By second semester, just two students remained in remote learning.</p> <p>Standardized assessments as well as observation will be used to assess students’ skill deficits. Progress monitoring will gauge student progress.</p> <p>Curriculum will be chosen based on research from Best Evidence Encyclopedia. The district implemented the Charlotte Danielson Framework for Enhancing Professional Practice and will continue to use that framework in the coming years.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p><i>Math curriculum</i></p> <p><i>Social Studies curriculum</i></p> <p><i>Digital curriculum Exact Paths – thru 2024</i></p> <p><i>CTE curriculum</i></p> <p><i>Phonemic Awareness curriculum</i></p>	<p>91,000</p> <p>26,508</p> <p>39,827</p> <p>9,975</p> <p>360</p> <p>Total</p> <p>167,670</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p><i>Summer/Saturday school for middle/high school (staff, supplies)</i></p> <p><i>Jumpstart (summer) for elem (teachers, driver, food service)</i></p> <p><i>Intervention teachers (3 teachers)</i></p>	<p>19,916</p> <p>85,613</p> <p>772,431</p>

<i>Elem para PBIS/MTSS</i>	123,634 143,138 Total 1,144,732
Equipment and/or Supplies <i>Jump Start supplies</i> <i>MS/HS summer/Saturday/after school supplies</i>	4,000 4,000 Total 8,000
Additional FTE <i>Middle/high school summer school staff (summers 22, 23)</i> <i>Jump Start staff, driver, kitchen staff (summers 21, 22, 23)</i> <i>Positive Behavior Interventionist (FY22, FY23, half of FY24)</i> <i>General Education Para professional for elementary PBIS/MTSS</i>	.08 .27 1 1 .75
Other Priorities Not Outlined Above <i>Three intervention teachers</i>	2.25
Total Approximate Budget for Academic Impact of Lost Instructional Time	1,320,042

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	<p>All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Teachers will attend professional development in Foundational Reading and Heggerty Reading. Various standardized assessments as well as observation will be utilized to determine student need.</p> <p>Students will be progressed monitored in order to determine whether or not skills have been mastered and to find new deficits as the students progress.</p>	<p>PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies. Parents will have the option of participating in professional development activities during the fall open house. These will focus on student behavior. Literacy information will also be shared will all families.</p> <p>A school-wide intervention system of support is in place that tracks students' behavior. This will determine which students continue</p>

		<p>to need to support and to what degree the support is needed.</p> <p>The middle and high school teachers will receive professional development (Brian Mendler) to address strategies for working with students in a positive manner. Staff will also utilize Educational Impact (video series) to gain knowledge of behavior strategies for students.</p>
Students from low income families	<p>All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Transportation will be provided.</p>	<p>PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies. District will operate an Seamless Summer Option for meals during the school year which will assist students in qualifying for P-EBT.</p>
Students of color	<p>All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Transportation will be provided.</p>	<p>PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies.</p>
English learners	<p>All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Transportation will be provided.</p>	<p>PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies.</p>
Children with disabilities	<p>All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Transportation will be provided. Teachers will attend non-verbal ASD training for younger students and will</p>	<p>PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies.</p>

	also attend file upkeep/IEP professional development. General education staff will attend additional professional development to enhance their skills in working with children with disabilities.	
Students experiencing homelessness	All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Transportation from school of origin will be provided.	PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies.
Children in foster care	All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits. Transportation will be provided.	PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies.
Migratory students	All students have the opportunity to participate in extended learning activities. The elementary, middle and high school extended learning opportunities will be individualized and focus on learning/skills deficits.	PBIS/MTSS team will be utilized to help students learn positive behavior skills. The district will also utilize the educational cooperative behavior specialist to assist with strategies.

**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\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview	
Academic Supports	

Educator Professional Development	
Crisis Prevention Institute (CPI) professional development	3,216
Family Literacy professional development	86
Special education professional development	1,702
Non-verbal communication professional development	3,118
Reading Foundations	4,344
Professional development opportunities to be determined (stipends, benefits, sub wages/benefits, travel, registration)	16,080
	Total
	28,546
Interventions that Address Student Well-Being	
<i>CPI de-escalation strategies (listed above)</i>	
<i>PBIS/MTSS staff person (addressed in learning loss)</i>	
Strategies to Address Workforce Challenges	
<i>Install exhaust fan in shop to increase air flow for welding courses</i>	2,500
<i>CTE equipment and supplies</i>	3,400
Other Priorities Not Outlined Above	
Certified Floating Substitute Teacher	151,792
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	
Project #1 Build 2 classrooms to decrease classes sizes and provide intervention spaces	
Project #2	
Project #3	

Total Approximate Budget for Renovation, Air Quality, and/or Construction	

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

Narrative	Approximate Budget
<p>Overview</p> <p>ESSER I and ESSER II funds were used to construct additional classrooms, replace carpeting with flooring that can be sanitized, purchasing a larger passenger vehicle for transporting students, purchasing PPE, paying wages to staff for preparing/delivering meals during remote learning; purchasing and installing water bottle fillers; installing electro-magnetic lighting in the HVAC system.</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>Missed Most In-Person</p> <p>Students were offered the opportunity of making up lost instruction during the summer of 21. This will continue to be offered in the coming summers. The district will also offer a Saturday school and after school tutoring. Three intervention teachers will be employed for the coming years.</p> <p>Middle and high school students were offered a summer school opportunity during June 22. This was funded by ESSER II.</p>

<p>Did Not Participate in Remote Instruction</p> <p>Students were offered the opportunity of making up lost instruction during the summer of 21. This will continue to be offered in the coming summers. The district will also offer a Saturday school and after school tutoring. Three intervention teachers will be employed for the coming years.</p> <p>Middle and high school students were offered a summer school opportunity during June 22. This was funded by ESSER II.</p>
<p>At Risk for Dropping Out</p>

Stakeholder Consultation:

- 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>1)student academic achievement, face-to-face instruction 2)continuing mitigation 3)student well-being and supports</p>
<p>Students</p> <p>The plan was openly discussed at the school board meeting on Aug. 9, 2021.</p>
<p>Families</p> <p>The plan was openly discussed at the school board meeting on Aug. 9, 2021.</p>
<p>School and district administrators (including special education administrators)</p> <p>The plan was a joint effort of the principals, curriculum director/special education director and school nurse.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>The plan was openly discussed and approved at the school board meeting on Aug. 9, 2021.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p>

<p>The ARP investments were shared with the tribal chair in June and with several members of the tribal council in July. The next meeting is scheduled for September at which time, changes in the plan will be shared. Additionally, these same investments were shared with the Indian Education Committee in July.</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p>
<p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</p>
<p>The public The plan was openly discussed and approved at the school board meeting on Aug. 9, 2021.</p>

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.