

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

Updated: 7/11/2022

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: Britton-Hecla	Total ARP ESSER Funding Available: \$727,579.00
Date of School Board Plan Approval: 7/11/2022	Budgeted to Date:
ARP ESSER School District Plan URL: https://www.britton.k12.sd.us/	Amount Set Aside for Lost Instructional Time: \$145, 516.00

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

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) 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
Overview Test scores indicated gaps in learning in various grades in both math and reading. We are looking to address these gaps through a combination of re-teaching, updated technology, and various learning programs designed specifically for these areas as well as programs to meet individual learning styles and levels of engagement. We firmly believe that there is no substitute for in-person instruction for the vast majority of students. We will use 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) The District is currently vetting but looking to purchase instructional programs such as Boardworks, and Amplify that are designed to address identified weaknesses or gaps in student progress and engage student who otherwise are disengaged. We will use the data we have available to drive our instructional path and update curricular needs.	\$64,333.81
APEX Learning (Edmentum) will be used for credit recovery.	\$2275.00

Opportunities for Extended Learning (eg., summer school, afterschool) N/A	
Equipment and/or Supplies The District will look to update to the latest technology and operating systems to better be able to implement the new learning programs available to our students. 60 Chromebooks Laptop Charging Carts 54 Student Laptops Interactive Classroom Panels	\$25,800 \$4997.95 \$43,902.00 \$4207.24
Additional FTE N/A	
Other Priorities Not Outlined Above N/A	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$145, 516.00

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	The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and learning programs. We are currently vetting a number of programs such as APEX, Inner Explore, My Life, and others in an attempt to provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or	The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor. There is also access to a mental health counselor through Northeast Mental Health both onsite and virtually. Other offsite referrals were provided upon request. Students in grades K-5 received social-emotional learning instruction during guidance class using the Mind

	<p>individual learning styles or levels of engagement.</p>	<p>Up Program and HappyGenius Program in addition to other SEL resources. Middle School students used the Mind Up Program and also were taught stress reduction, coping techniques, and emotional resiliency. High School students used the Stressed Teens program and other resources on a weekly basis. We will be added more resources in the coming year including, Find Your Grind, which is a career based program aligned to CASEL SEL standards. We are looking to add XELLO (SEL integrated) to the elementary program. We are looking to add Inner Explore to aid with coping skills, as well as the MyLife program. We are also looking into Telemed services as an option for students. We will also be looking for opportunities for staff through in-services designed to address mental health and behavior management.</p>
<p>Students from low income families</p>	<p>The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and learning programs. We are currently vetting a number of programs such as APEX. Inner Explore, My Life, and others in an attempt to provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or individual learning styles or levels of engagement.</p>	<p>The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor. There is also access to a mental health counselor through Northeast Mental Health both onsite and virtually. Other offsite referrals were provided upon request. Students in grades K-5 received social-emotional learning instruction during guidance class using the Mind Up Program and HappyGenius Program in addition to other SEL resources. Middle School students used the Mind Up Program and also were taught stress reduction, coping techniques, and emotional resiliency. High School students</p>

		<p>used the Stressed Teens program and other resources on a weekly basis. We will be added more resources in the coming year including, Find Your Grind, which is a career based program aligned to CASEL SEL standards. We are looking to add XELLO (SEL integrated) to the elementary program. We are looking to add Inner Explore to aid with coping skills, as well as the MyLife program. We are also looking into Telemed services as an option for students. We will also be looking for opportunities for staff through in-services designed to address mental health and behavior management.</p>
<p>Students of color</p>	<p>The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and learning programs. We are currently vetting a number of programs such as APEX. Inner Explore, My Life, and others in an attempt to provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or individual learning styles or levels of engagement.</p>	<p>The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor. There is also access to a mental health counselor through Northeast Mental Health both onsite and virtually. Other offsite referrals were provided upon request. Students in grades K-5 received social-emotional learning instruction during guidance class using the Mind Up Program and HappyGenius Program in addition to other SEL resources. Middle School students used the Mind Up Program and also were taught stress reduction, coping techniques, and emotional resiliency. High School students used the Stressed Teens program and other resources on a weekly basis. We will be added more resources in the coming year including, Find Your Grind, which is a career based program aligned to CASEL SEL standards. We are</p>

		<p>looking to add XELLO (SEL integrated) to the elementary program. We are looking to add Inner Explore to aid with coping skills, as well as the MyLife program. We are also looking into Telemed services as an option for students. We will also be looking for opportunities for staff through in-services designed to address mental health and behavior management.</p>
<p>English learners</p>	<p>The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and learning programs. We are currently vetting a number of programs such as APEX. Inner Explore, My Life, and others in an attempt to provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or individual learning styles or levels of engagement.</p>	<p>The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor. There is also access to a mental health counselor through Northeast Mental Health both onsite and virtually. Other offsite referrals were provided upon request. Students in grades K-5 received social-emotional learning instruction during guidance class using the Mind Up Program and HappyGenius Program in addition to other SEL resources. Middle School students used the Mind Up Program and also were taught stress reduction, coping techniques, and emotional resiliency. High School students used the Stressed Teens program and other resources on a weekly basis. We will be added more resources in the coming year including, Find Your Grind, which is a career based program aligned to CASEL SEL standards. We are looking to add XELLO (SEL integrated) to the elementary program. We are looking to add Inner Explore to aid with coping skills, as well as the MyLife program. We are also looking into Telemed services as an option for students.</p>

		We will also be looking for opportunities for staff through in-services designed to address mental health and behavior management.
Children with disabilities	The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and learning programs. We are currently vetting a number of programs such as APEX, Inner Explore, My Life, and others in an attempt to provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or individual learning styles or levels of engagement.	The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor. There is also access to a mental health counselor through Northeast Mental Health both onsite and virtually. Other offsite referrals were provided upon request. Students in grades K-5 received social-emotional learning instruction during guidance class using the Mind Up Program and HappyGenius Program in addition to other SEL resources. Middle School students used the Mind Up Program and also were taught stress reduction, coping techniques, and emotional resiliency. High School students used the Stressed Teens program and other resources on a weekly basis. We will be added more resources in the coming year including, Find Your Grind, which is a career based program aligned to CASEL SEL standards. We are looking to add XELLO (SEL integrated) to the elementary program. We are looking to add Inner Explore to aid with coping skills, as well as the MyLife program. We are also looking into Telemed services as an option for students. We will also be looking for opportunities for staff through in-services designed to address mental health and behavior management.

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	The District will implement academic strategies that are designed to engage or re-engage students in learning. This will be accomplished through a combination of enhanced technology and learning programs. We are currently vetting a number of programs such as APEX, Inner Explore, My Life, and others in an attempt to provide solid instruction to ensure a strong curriculum that meets the needs of all students regardless of ability level or individual learning styles or levels of engagement.	The social, emotional and mental health needs of our students is of the utmost importance. We have many safeguards currently in place. Students have access individually, in small groups, and through guidance classes with the school counselor. There is also access to a mental health counselor through Northeast Mental Health both onsite and virtually. Other offsite referrals were provided upon request. Students in grades K-5 received social-emotional learning instruction during guidance class using the Mind Up Program and HappyGenius Program in addition to other SEL resources. Middle School students used the Mind Up Program and also were taught stress reduction, coping techniques, and emotional resiliency. High School students used the Stressed Teens program and other resources on a weekly basis. We will be added more resources in the coming year including, Find Your Grind, which is a career based program aligned to CASEL SEL standards. We are looking to add XELLO (SEL integrated) to the elementary program. We are looking to add

		<p>Inner Explore to aid with coping skills, as well as the MyLife program. We are also looking into Telemed services as an option for students. We will also be looking for opportunities for staff through in-services designed to address mental health and behavior management.</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

- 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 The District is continually evaluating our instructional materials, delivery methods, and communication platforms in an effort to meet the needs of our students and constituency. As students’ needs, expectations, and learning styles change, we must be willing to change how we communicate those changes to all parties.</p>	
<p>Academic Supports The District identified the need to update communication systems to allow us to quickly, and effectively notify constituents of changes or information vital to the promulgation of educational programs and mitigation efforts associated with COVID-19. Apptegy was selected as the platform to address those needs and insure ADA compliance and capabilities.</p>	\$6796.00
<p>Educator Professional Development N/A</p>	
<p>Interventions that Address Student Well-Being N/A</p>	
<p>Strategies to Address Workforce Challenges N/A</p>	
<p>Other Priorities Not Outlined Above N/A</p>	
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	\$6796.00

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
<p>Overview The District will look to make significant improvements surfaces that are difficult to clean and keep clean, as well as, modify existing air exchange systems to allow us to significantly improve the air quality in our classrooms, business, and transition areas.</p>	
<p>Project #1 Our existing unit ventilators in our classrooms as well as our rooftop units are outdated and currently have air circulation but do not have air filtration capabilities. We would look to add this capability to all units and update all HVACsystems to insure we are not continuing to circulate dirty air in an effort to help mitigate potential spread of the virus.</p>	\$575,267
<p>Project #2</p>	
<p>Project #3</p>	
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	\$575,267

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 Essential student needs and initiatives to address and combat COVID-19 and meeting the individual needs of staff and students will be met using a combination of ESSER III funds and District level funds.</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 Fortunately, the District did not identify any At-Risk students. We had 12, out of a total of 434 students choose to participate in off-site learning to start the year. One of those was a student who was enrolled in college level coursework. There was no discernable changes in academic results as they performed just as well off-site as they had on-site. Schedules were set for student/teacher contacts and assignments were turned in on a schedule. We did not have any students drop out. 4 of the students who started the year off-site returned to on-site learning after Christmas.</p>
<p>Missed Most In-Person N/A</p>
<p>Did Not Participate in Remote Instruction N/A</p>
<p>At Risk for Dropping Out N/A</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 Misinformation continues to be the main obstacle to having meaningful conversation with stakeholders. Every effort was made to over-communicate where we were at academically and socially in regards to the virus. We have now had time to process all of the information and outcomes from the previous year and have identified the following needs:</p> <ul style="list-style-type: none"> • Develop a simple and coherent Safe Return and Continuity of Learning plan. • Find resources that allow us to identify and assist with the social emotional and mental health of both staff and students. • Continue to build on the success of frequent communication with parents, students, and community stakeholders concerning changes to the prevalence of the virus and the changes the district make in response to those changes.
<p>Students The District staff monitored the progress and social interaction of all students. If there was a perceived change in attitude, behavior, or productivity that student was referred. We also utilized attendance and behavior data reports to monitor student progress and level of engagement.</p>
<p>Families The District utilized direct mailings, surveys, and our student information system to communicate directly with families over a variety of platforms. Parents were encouraged to contact the District with any questions or concerns surrounding current practices or</p>

<p>decisions made. Much of those conversations were the driving force behind the items identified in this plan and being requested as expenditures for ARP funds.</p>
<p>School and district administrators (including special education administrators) Administrative meetings were held weekly to discuss the number of cases, concerns, priorities and interventions needed in response to COVID to insure our students were progressing through the use of the ARP funding.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions Input has been sought several times from staff as to what they have been seeing with the students and what additional curricular items they may need to meet the needs identified which was have used as a bases for intervention programs being considered.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) N/A</p>
<p>Civil rights organizations (including disability rights organizations), as applicable N/A</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 All stakeholders have had an open invitation to provide input and participate in discussions concerning COVID-19. During regular board meetings, time was taken to discuss mitigation strategies and answer questions. The same communications and surveys mentioned above applied to all levels of stakeholders regardless of ability or orientation.</p>
<p>The public Abundant effort was taken to communicate, and solicit feedback from the general public through various information outlets including the local papers, social media platforms, and the District webpage</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.

