

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

Updated: 6/2/2021

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](#) 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: Arlington School District 38-1	Total ARP ESSER Funding Available: \$278,685.00
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$278,685.00
ARP ESSER School District Plan URL: www.arlington.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$55,737.00

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview The Arlington School District used prior ESSER monies on cleaning materials and equipment. The district will use some money from the ARP funding to purchase additional cleaning equipment. The district also used prior ESSER monies to hire additional custodial staff to help with cleaning and sanitizing. The school district will use some of the ARP funding to retain the additional .5 FTE custodial staff member for the 2021-22 school year so as to continue cleaning/sanitizing schedule started during the 2020-21 school year. We will monitor CDC guidance and the SD Dept 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.</p>	
<p>Equipment and/or Supplies Floor Scrubbers, Wet/Dry Vacuums, Cleaning/Sanitizing supplies</p>	<p>\$30,000.00</p>
<p>Additional FTE .5 FTE was hired during 2020-21 school year and will be retained during the 2021-22 school year.</p>	<p>\$12,350.00</p>
<p>Other Priorities Not Outlined Above NA</p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	<p>\$42,350.00</p>

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
<p>Overview Data analysis is conducted annually. All things considered, our test scores for 2021 are higher than anticipated considering the impact learning at home had on students. The Arlington Elementary has been recognized as a National Blue Ribbon School. The district’s</p>	

<p>curriculum, along with dedicated teachers, have contributed to the overall scores and this distinct National Blue Ribbon School honor. Students throughout the district were not negatively impacted.</p> <p>The Arlington School District identified in-person learning as the most effective strategy to provide supports for students who lost instructional time. The school district will be evaluating its curriculum to make sure the curriculum is up-to-date to meet the changing needs of the students of the school district. During this process, the district will consult DOE-vetted resources including the What Works Clearinghouse, Doing What Works Library, and the Results First Clearinghouse Database. Based on data analysis done at the district, the interventions identified below address the district’s need to accurately assess students’ academic progress and assist teachers in meeting students’ academic needs.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) The Arlington School District will purchase/contract NWEA MAPS for assessment purposes. The school district will use data revealed in NWEA MAPS to identify areas of strengths and weaknesses. Data will be used to drive instruction and curriculum reviews to determine replacing/updating district curriculum.</p>	<p>\$28,335.00</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool) NA</p>	
<p>Equipment and/or Supplies Laptops with the most up-to-date operating system for students so as to implement learning software and be used as collaboration tools between staff and students.</p>	<p>\$125,000.00</p>
<p>Additional FTE NA</p>	
<p>Other Priorities Not Outlined Above NA</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$153,335.00</p>

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	Based on the data analysis and overviews described above, the Arlington School District will	The Arlington School District will seek professional development opportunities for all staff that is

	<p>implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	<p>focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
<p>Students from low income families</p>	<p>Based on the data analysis and overviews described above, the Arlington School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
<p>Students of color</p>	<p>Based on the data analysis and overviews described above, the Arlington School District will implement strategies designed to engage and/or re-engage these students and provide strong</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for</p>

	<p>instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	<p>students who face mental health challenges and need counseling.</p>
English learners	<p>Based on the data analysis and overviews described above, the Arlington School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
Children with disabilities	<p>Based on the data analysis and overviews described above, the Arlington 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</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>

	<p>individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	
Students experiencing homelessness	<p>Based on the data analysis and overviews described above, the Arlington School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>
Children in foster care	<p>Based on the data analysis and overviews described above, the Arlington School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>

	<ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	
Migratory students	<p>Based on the data analysis and overviews described above, the Arlington School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of evidence-based strategies allowing teachers to reach students at different levels. <p>Success will be determined by NWEA MAP test RIT scores increasing each year.</p>	<p>The Arlington School District will seek professional development opportunities for all staff that is focused on behavioral management programs as well as services for students who face mental health challenges and need counseling.</p>

**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

4. Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview	

<p>The Arlington School District will plan to provide staff with professional development opportunities related to our testing assessments and the use of testing data in order to better identify strengths/weaknesses. This is an allowable use described under addressing learning loss among students through assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs.</p>	
<p>Academic Supports Laptops with the most up-to-date operating system for staff to implement learning and assessment software.</p>	<p>\$25,000.00</p>
<p>Educator Professional Development The Arlington School District will continue to provide staff with professional development training on use of testing data to identify strengths/weaknesses.</p>	<p>\$10,100.00</p>
<p>Interventions that Address Student Well-Being NA</p>	
<p>Strategies to Address Workforce Challenges NA</p>	
<p>Other Priorities Not Outlined Above NA</p>	
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$35,100.00</p>

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 Arlington School District used prior ESSER to begin the process of improving ventilation throughout the building. Improved ventilation reduces allergens, viruses, bacteria, and other pollutants from the air. The district will use some of the monies from the ARP funding to further improve ventilation throughout the building.</p>	
<p>Project #1 The Arlington School District will work with the company that began the process of improving the ventilation in order to further improve ventilation. The district will have the contractor add carbon dioxide (CO2) sensors so as to monitor for proper ventilation. With the installation of the CO2 sensors,</p>	<p>\$47,900.00</p>

the district will also need to have the contractor replace the old Lonwork controllers on the heat pumps with BACnet controllers.	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$47,900.00

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
Overview Essential student needs (student achievement and the health and well-being of all students and staff) are being met through ESSER III funds as well as district-level funds.	

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
Overview 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. Educators were available to interact with remote learners. We did not have any students drop out. In 2021-22, 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 curriculum and program offerings supported by District local funds address the needs of all students including those who have missed the most in-person instruction, did not

<p>participate/participated inconsistently in remote instruction, and the students most at risk of dropping out of school.</p>
<p>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 curriculum and program offerings supported by District local funds address the needs of all students including those who have missed the most in-person instruction, did not participate/participated inconsistently in remote instruction, and the students most at risk of dropping out of school.</p>
<p>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 curriculum and program offerings supported by District local funds address the needs of all students including those who have missed the most in-person instruction, did not participate/participated inconsistently in remote instruction, and the students most at risk of dropping out of school.</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 After engaging in meaningful conversation about meeting student needs stemming from the pandemic and its aftermath, the following needs were identified:</p> <ul style="list-style-type: none"> • Safe return to in-person and high-quality instruction • Social, emotional, and mental health of students and staff • Communicating and updating parents, students, and other stakeholders as conditions change
<p>Students The district examined NWEA MAPS Assessment Data, Attendance, and Behavioral Reports.</p>
<p>Families Families were invited to open board meetings where the needs and proposed uses of ARP funds were on the agenda.</p>
<p>School and district administrators (including special education administrators) In addition to examining student data, district administrators met frequently to discuss what other priorities the district may have due to the Covid19 pandemic. Administrators became versed in the allowable uses of funds.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions School staff were invited to open board meetings where the needs and proposed uses of ARP funds were on the agenda.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) NA</p>

<p>Civil rights organizations (including disability rights organizations), as applicable Board meeting agendas are posted to the school website.</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 Stakeholders were invited to open board meetings where the needs and proposed uses of ARP funds were on the agenda.</p>
<p>The public The public was invited to open board meetings where the needs and proposed uses of ARP funds were on the agenda.</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.