

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

Updated: 9/28/2021

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: Castlewood School #28-1	Total ARP ESSER III Funding Available: \$464,928 Essex II \$208,618
Date of School Board Plan Approval: 8-9-21	Budgeted to Date: 8-9-21
ARP ESSER School District Plan URL: https://www.castlewood.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$92,985

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: recommendations from the CDC were considered for each purchase and installation of equipment. Esser III Funds (Other than the 21%) will be used to improve air quality in the school building.	
Esser II Funds: Add or replace Unit Ventilators (9) for heating/cooling to improve air quality in the building.	\$221,033 Total \$208, 618 Esser II \$12, 415 Capital Outlay
Esser III Funds (Other than the 21%): New Chiller & Boiler, 12 Unit Ventilators, New Air Handling Units, Fan Coils, & Roof Top Unit for heating/cooling to improve air quality in the building.	\$593, 752 Total \$367,294 Esser III \$226,458 Capital Outlay
Other Priorities Not Outlined Above: NA	NA
Total Approximate Budget for Mitigation Strategies	\$814,785

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: We added an .37 FTE and changed our Junior High structure to span grades 6th-8th. We also updated our software, curriculum, technology, and added Behavior Analytic Services. We also will add more Professional Development opportunities for our staff.	

.37 FTE	\$21,000
Updated our software, curriculum, technology, and added Behavior Analytic Services. Professional Development opportunities for our staff.	\$71,985
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$92,985

Investments Aligned with Student Needs

3. 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	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade students during the school year. Students are more likely to complete work and experience academic growth when they have the necessary educational supports/resources in place at school versus the home setting where they may not have all the necessary supports/resources.	All students have equal access to health services, health curriculum and counseling. The social, emotional, and mental health needs of students are better served when they are in school and able to interact with their teachers and peers regardless of their socioeconomic status, race, disability, family/home situation, or language speaking abilities.
Students from low income families	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade students from low-income families during the school year. Students from low-income families will receive academic assistance that their parents may not be able to provide because they may be working or may not have the educational background.	All students have equal access to health services, health curriculum and counseling. Pre-K-12 – School counselors available to students from low income families during the school year.

Students of color	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade students of color during the school year. Homework assistance if available to all students. If we have students of color that need academic assistance, we will make sure it is provided.	All students have equal access to health services, health curriculum and counseling. Pre-K-12 – School counselors available to students from low income families during the school year.
English learners	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade English learners during the school year. English learners will receive assistance at school in the English language which their parents may not be able to provide at home. Translation services are available at school if they are needed.	All students have equal access to health services, health curriculum and counseling. Pre-K-12 – ESL coordinator/school counselors available to English learners during the school year.
Children with disabilities	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade students with disabilities during the school year. Students with disabilities will receive accommodations at school that address their specific disability.	All students have equal access to health services, health curriculum and counseling. Pre-K-12 – School counselors available to students with disabilities during the school year.
Students experiencing homelessness	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade students experiencing homelessness during the school year. Students experiencing homelessness will receive a safe and secure learning environment at school.	All students have equal access to health services, health curriculum and counseling. Pre-K-12 – School counselors available to students experiencing homelessness during the school year.
Children in foster care	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to JK12 grade students in foster care during the school year.	All students have equal access to health services, health curriculum and counseling.

	Children in foster care have an opportunity to develop healthy relationships with teachers and their peers when they are in school.	
Migratory students	Opportunity for summer learning, after school learning, in session tutoring. Homework assistance available to Pre-K-12 grade migratory students during the school year. Migratory students will receive academic assistance that their parents may not be able to provide because they may be working or may not have the educational background.	All students have equal access to health services, health curriculum and counseling.

**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: The district will spend \$238,873 out of Capital Outlay for the remaining balance.	
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	NA
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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: The district has/will invest in equipment to improve and clean the air that is circulated throughout the school. Esser II & Esser III Funds (Other than the 21%) will be used to improve air quality in the school building.	
Esser II Funds: Add or replace Unit Ventilators (9) for heating/cooling to improve air quality in the building.	\$221,033 Total \$208,618 Esser II \$12,415 Capital Outlay
Esser III Funds (Other than the 21%): New Chiller & Boiler, 12 Unit Ventilators, New Air Handling Units, Fan Coils, & Roof Top Unit for heating/cooling to improve air quality in the building.	\$593,752 Total \$367,294 Esser III \$226,458 Capital Outlay
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$814,785

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: The district will use 1% of Esser III for Summer Enrichment and will open that for all students in the elementary. For Esser III Learning Loss, we added an .37 FTE and changed our Junior High structure to span grades 6th-8th. We also updated our software, technology, curriculum, and added Behavior Analytic Services. We also will add more Professional Development opportunities for our staff. The district has/will invest in equipment to improve and clean the air that is circulated throughout the school. Esser II & Esser III Funds (Other than the 21%) will be used to improve air quality in the school building. Communication to Stakeholders: School Board Meetings (Open Forum) State of the School Meeting take place every January	1%=4,649 20%=92,985 \$593,752 Total \$367,294 Esser III \$226,458 Capital Outlay

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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:
- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - Students who did not participate or participated inconsistently in remote instruction
 - 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: The school district was in-person all of 2020-2021 school year. Our class sizes generally are very manageable, so our teacher to student ratio for direct effective instruction. The district will use NWEA Map Testing and other formative assessment tools, to assess learning loss and to identify/provide intervention strategies for students that experienced learning loss.
Missed Most In-Person: Summer Enrichment Programs The district will offer homework assistance to Pre-K-12 grade students that have fallen behind academically and/or that need extra help. The district will equip staff & students with the technology that they need to succeed. The district will provide training and educational opportunities and utilize outside resources to address students' well-being and mental health.
Did Not Participate in Remote Instruction: We were strictly face-to-face instruction in 2020-2021.
At Risk for Dropping Out: Counseling services from our school counselor and credit recovery opportunities.

Stakeholder Consultation:

8. 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
Overview, including the three highest priority needs that emerged from consultation ▪ Back to School Protocol 2020-2021 and 2021-2022 with Public Input ▪ Public Input at all Regular School Board Meetings. ▪ State of the School Meeting ▪ Regular updates via Webpage and Campus Communication (Email, Text, Phone). ▪ Communicating through various means to continuously update all stakeholders regarding changes of environment or conditions.
Students Daily Attendance Academic Test Data SPI
Families Registration Day Open House Parent-Teacher Conferences Website State of the School Meeting
School and district administrators (including special education administrators) School Board Meetings Administration Meetings Staff Meetings State of the School Meeting
Teachers, principals, school leaders, other educators, school staff, and their unions School Board Meetings Administration Meetings Staff Meetings State of the School Meeting Negotiations
Tribes (for affected LEAs under Section 8538 of the ESEA; see here 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

School Board Meeting

Communication with Parents and Staff

The public

- Back to School Protocol Plan 2020-2021 and 2021-2022 with Public Input
- Public Input at all Regular School Board Meetings.
- State of the School Meeting occurs every January
- Regular updates via Webpage and Campus Communication (Email, Text, Phone).
- Communicating through various means to continuously update all stakeholders regarding changes of environment or conditions.
- All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Peter Books 605-793-2351 or email at Peter.Books@k12.sd.us

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.