

**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: Faith School District	Total ARP ESSER Funding Available: 387,238.00
Date of School Board Plan Approval: August 10, 2020	Budgeted to Date: 182,450.00
ARP ESSER School District Plan URL: www.faith.k12.sd.us	Amount Set Aside for Lost Instructional Time: 77,448.00

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 The Faith School District will use ARP funds to provide mitigation strategies for COVID-19.	
Equipment and/or Supplies Purchase additional sanitizing stations, sprayers, wipes and supplies in order for frequent cleaning of student work areas.	10,000.00
Additional FTE NA	
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Mitigation Strategies	10,000.00

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 Provide staff with the latest curriculum resources to address learning loss. The purchasing of curriculum also gives staff the needed digital materials to reach students via digital learning platforms.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) Curriculum Updates in K-8 ELA, 9-12 Science, 9-12 Social Studies The district will be working with reputable vendors to ensure we are receiving evidence based instructional materials to address the learning needs of Faith School District.	77,448.00

Opportunities for Extended Learning (eg., summer school, afterschool)	
Summer School opportunities as identified through needs assessments and teacher recommendations.	5,000.00
Equipment and/or Supplies	
Supplies as identified through professional development, needs assessments and teacher recommendations.	5,000.00
Additional FTE	
1.0 FTE non-certified instructional staff to minimize class size and allow for small group and/or individualized help with current and missed instructional time.	20,000.00
Additional substitute teachers throughout the building throughout the year.	
Other Priorities Not Outlined Above	
Laptops, iPads, printers, Camera Systems, Sound Systems and other technology equipment deemed necessary, supplies and/or services.	20,002.00
Total Approximate Budget for Academic Impact of Lost Instructional Time	127,450.00

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	All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.	Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.

<p>Students from low income families</p>	<p>All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.</p>	<p>Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.</p>
<p>Students of color</p>	<p>All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.</p>	<p>Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.</p>
<p>English learners</p>	<p>All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.</p>	<p>Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.</p>

<p>Children with disabilities</p>	<p>All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment. Summer school will be available to any student who needs Extended School Year services.</p>	<p>Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.</p>
<p>Students experiencing homelessness</p>	<p>All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.</p>	<p>Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.</p>
<p>Children in foster care</p>	<p>All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.</p>	<p>Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.</p>

Migratory students	All students will have access to new curriculum in the elementary, middle, and high school. The addition of one new FTE non-certified instructional staff member will provide our students with a smaller student:teacher ratio creating a more accommodating learning environment.	Faith School District has a signed contract from Three Rivers Mental Health to provide services to our students twice a month.

**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 Faith School District will provide professional development and curriculum for staff to help meet the needs of students academically and socially/emotionally.	
Academic Supports	
Educator Professional Development Teachers will be meeting once a month to review test scores/curriculum. Reviewing the test scores will help us select appropriate curriculum for any learning loss that may have occurred during the Covid-19 pandemic.	
Interventions that Address Student Well-Being Increase counseling meet dates with Three Rivers Mental Health Counseling to provide counseling services to our High School Students.	
Strategies to Address Workforce Challenges	

Faith School District hired an additional non-certified non-instructional staff member to ease the workload on other staff members. Job descriptions were also reviewed and adjustments were made to ease the workload on staff members.	
Other Priorities Not Outlined Above	
n/a	
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 Bathroom/Locker Room Renovation in school gymnasium.	
Project #1 Restroom renovation: All fixtures in two restrooms need to be updated to automatic flush/wash fixtures. Plumbing will need to be reworked to allow better placement of fixtures and maintain compliance with ADA.	22,500.00
Project #2 Locker Room renovation: All fixtures in two locker room areas need to be updated to automatic flush/wash fixtures. Additional water and electrical sources will need to be added to the locker room areas. Plumbing will need to be reworked to allow better placement of fixtures and maintain compliance with ADA.	22,500.00
Total Approximate Budget for Renovation, Air Quality, and/or Construction	45,000.00

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	

<p>Faith School District will continue to utilize all funding sources for essential student needs. Faith School District continually updates its continued opening plan. We have and continue to utilize ESSER dollars to purchase our mitigation supplies and equipment. We are planning to utilize ESSER dollars to update the curriculum. Faith School District uses a combination of local, state, and federal dollars to ensure students are provided an education that aligns to the Faith School District mission and belief statements.</p> <p>Mission Statement: Recognizing and stimulating the full potential of every student for lifelong learning.</p> <p>We Believe:</p> <ul style="list-style-type: none"> ● Every child succeeds at a different level. ● Educational success can be achieved with parents and teachers working together. ● Optimal educational opportunities need to be provided to allow our students to compete in the global marketplace. ● Students need a safe learning environment to succeed. 	
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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:
 - 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 Prior to the start of the 2020-2021 school year, Faith School District trained and utilized google classroom, zoom and other virtual resources. Faith School Staff used those resources to help ensure our students received instruction tailored to meet their individual needs.</p>
<p>Missed Most In-Person Faith School District trained and utilized google classroom, zoom and other virtual resources. Faith School Staff used those resources to help ensure our students received instruction tailored to meet their individual needs. If students needed to miss due to quarantine, or the family chose a remote learning option due to COVID, Faith School District was able to meet the needs of the student and family.</p>

Did Not Participate in Remote Instruction

Faith School District did not have any students who did not participate in remote instruction.

At Risk for Dropping Out

Faith School District continually works to identify students who may be at risk of dropping out. Faith School District administration engages in conversations with families who may be at risk and shares other sources the district has to get and keep those at risk students on track.

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
Students In addition to sharing concerns via the family survey, students are also able to share concerns via local various student organizations. In addition, students are welcome to attend school board meetings to address their concerns regarding the Return to School Plan (Continued Opening Plan).
Families Faith School District designed and shared with families a google survey. Families shared concerns via the google survey. The information was utilized by the Return to School committee to address the concerns shared by families. Families are also able to attend the monthly school board meetings.
School and district administrators (including special education administrators) Faith School District employees two full-time administrators. They are able to communicate daily to address and discuss the needs of the Faith School District students.
Teachers, principals, school leaders, other educators, school staff, and their unions Administration and staff of the Faith School District meet regularly to discuss all the needs of students within our district. The district utilizes several forms of assessment and tracks the data to help identify students in need of extra help.
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)
Civil rights organizations (including disability rights organizations), as applicable

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
The public The public is welcome to attend school board meetings to address their concerns regarding the Return to School Plan (Continued Opening Plan).

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.