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American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School District Plan
Updated: 11/8/2021
Updated: 8/10/2022

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: Gettysburg School District	Total ARP ESSER Funding Available: $309,566
Date of School Board Plan Approval: **August 9, 2021** **August 10, 2022**	Budgeted to Date: ~~$309,566~~
ARP ESSER School District Plan URL: http://www.gettysburg.k12.sd.us/files/pandemic/20211108-gettysburg-ARP-ESSER-plan.pdf	Amount Set Aside for Lost Instructional Time: $111,000

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	
Equipment and/or Supplies Cleaning/disinfection supplies. The district has added touchless faucets and sinks.	$20,000
Install updated heating system in the elementary school building for better filtration and air circulation to prevent the spread of COVID-19.	$19,566
Additional FTE Hire a part time (.25 FTE) person to do building and grounds: mowing, weeding, snow removal, and other outdoor activities, which will lighten the load of our 2 FTE custodial crew so the district can be more effective in our cleaning and disinfecting the school building. This position will run through the summer of 2024.	$15,000
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	$35,000

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	
Specific Evidence-Based Interventions (eg., curriculum, assessments)	$40,000

Purchase a research-based, comprehensive English Language Arts curriculum for grades 6-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase a research-based, comprehensive Social Studies curriculum for grades K-5. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase iXL, an online intervention program to help students gain learning lost in the subject areas of math, reading, science, and social studies, grades K-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase Renaissance Learning, MyOn, and STAR Reading software to be used as an intervention tool for grades K-12 in the area of reading comprehension, to address learning loss due to the COVID-19 Pandemic.	**$20,000** **$4,000** **$3,500**
Opportunities for Extended Learning (eg., summer school, afterschool) Summer School will be offered to students for the summers of 2022, 2023, and 2024 to help reduce learning loss and try to get elementary students to their grade levels in reading and math. Staffing the summer school opportunities for students will be staffed by three teachers for .5 days for four days a week, for four weeks during the summers of 2022-2024.	**$6,500 per year for a total of $19,500 for the three year program**
Equipment and/or Supplies Chromebooks and computers will be purchased for students to take home in the event of school closures or students needing to go home for quarantine or isolation. 25 devices each year, for the next two years.	**$12,000 each year for a total of $24,000**
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	**$111,000**

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	The ELA and Social Studies curriculums are evidence-based and comprehensive. They include leveled interventions, as well as technology components that will help students who suffered learning loss during the pandemic. Purchase iXL, an online intervention program to help students gain learning lost in the subject areas of math, reading, science, and social studies, grades K-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase Renaissance Learning, MyOn, and STAR Reading software to be used as an intervention tool for grades K-12 in the area of reading comprehension, to address learning loss due to the COVID-19 Pandemic.	The ELA and Social Studies curriculums, as well as the iXL and Renaissance software, contain multiple platforms and technology options. This provides flexibility for staff members and instructional leaders when working with students. This gives students the flexibility needed to get their work completed while ensuring they can attend to their social emotional and mental health needs as well. Many of the units have built social-emotional content into their curriculum to provide learning opportunities throughout the year as well.
Students from low income families	The district has identified low-income students who meet the requirements for free and reduced lunch through the federal application program. The ELA and Social Studies curriculums are evidence-based and comprehensive. They include leveled interventions, as well as technology components that will help students who suffered learning loss during the pandemic. Purchase iXL, an online intervention program to help students gain learning lost in the subject areas of math, reading, science, and social studies, grades K-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic.	The ELA and Social Studies curriculums, as well as the iXL and Renaissance software, contain multiple platforms and technology options. This provides flexibility for staff members and instructional leaders when working with students. This gives students the flexibility needed to get their work completed while ensuring they can attend to their social emotional and mental health needs as well. Many of the units have built social-emotional content into their curriculum to provide learning opportunities throughout the year as well. These curriculums and intervention programs include many digital components and can easily be

	Purchase Renaissance Learning, MyOn, and STAR Reading software to be used as an intervention tool for grades K-12 in the area of reading comprehension, to address learning loss due to the COVID-19 Pandemic. These resources provide necessary interventions to students from low-income families to ensure educational equity.	utilized by the students specified in the academic narratives in a remote environment, should that become necessary. Keeping students on-track academically and actively engaged with their teacher and content will give our students the consistency they need to support them socially and emotionally throughout this pandemic, and prevent future challenged by preventing learning loss.
Students of color	The district has identified students that meet this group through race identification in Infinite Campus. The ELA and Social Studies curriculums are evidence-based and comprehensive. They include leveled interventions, as well as technology components that will help students who suffered learning loss during the pandemic. Purchase iXL, an online intervention program to help students gain learning lost in the subject areas of math, reading, science, and social studies, grades K-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase Renaissance Learning, MyOn, and STAR Reading software to be used as an intervention tool for grades K-12, regardless of color. These resources integrate equity, respect, and many other social-emotional lessons that support acceptance of individuals of color.	The ELA and Social Studies curriculums, as well as the iXL and Renaissance software, contain multiple platforms and technology options. This provides flexibility for staff members and instructional leaders when working with students. This gives students the flexibility needed to get their work completed while ensuring they can attend to their social emotional and mental health needs as well. Many of the units have built social-emotional content into their curriculum to provide learning opportunities throughout the year as well. These curriculums and intervention programs include many digital components and can easily be utilized by the students specified in the academic narratives in a remote environment, should that become necessary. Keeping students on-track academically and actively engaged with their teacher and content will give our students the consistency they need to support them socially and emotionally throughout this pandemic, and prevent future challenged by preventing learning loss.

English learners	These students are identified when they register for school with our district, and if they qualify for English Learner services they are placed on a Language Acquisition Plan and monitored for progress. The ELA and Social Studies curriculums are evidence-based and comprehensive. They include leveled interventions, as well as technology components that will help students who suffered learning loss during the pandemic. Purchase iXL, an online intervention program to help students gain learning lost in the subject areas of math, reading, science, and social studies, grades K-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase Renaissance Learning, MyOn, and STAR Reading software to be used as an intervention tool for grades K-12 in the area of reading comprehension, to address learning loss due to the COVID-19 Pandemic. Extra support will be given through our EL program to ensure students are fully engaged in the content.	The ELA and Social Studies curriculums, as well as the iXL and Renaissance software, contain multiple platforms and technology options. This provides flexibility for staff members and instructional leaders when working with students. This gives students the flexibility needed to get their work completed while ensuring they can attend to their social emotional and mental health needs as well. Many of the units have built social-emotional content into their curriculum to provide learning opportunities throughout the year as well. The purchase on new curriculum will not only help our general education middle school and high school students, but will also help our English Language Learner students because the new curriculum is digital and on-line and can be translated into Spanish. In the event that the district has to go remote, the new curriculum will be better suited for remote learning than a tradition learning environment.
Children with disabilities	All students identified by the district with special needs are placed on a 504 Plan or an Individualized Education Plan as is appropriate. The ELA and Social Studies curriculums are evidence-based and comprehensive. They include leveled interventions, as well as technology components that will help students	The ELA and Social Studies curriculums, as well as the iXL and Renaissance software, contain multiple platforms and technology options. This provides flexibility for staff members and instructional leaders when working with students. This gives students the flexibility needed to get their work completed while ensuring they can attend to their social emotional and mental

	who suffered learning loss during the pandemic. Purchase iXL, an online intervention program to help students gain learning lost in the subject areas of math, reading, science, and social studies, grades K-12. This curriculum provides multiple intervention strategies to address learning loss due to the COVID-19 Pandemic. Purchase Renaissance Learning, MyOn, and STAR Reading software to be used as an intervention tool for grades K-12 in the area of reading comprehension, to address learning loss due to the COVID-19 Pandemic. These resources provide multiple intervention strategies to be sure all students are meeting their Individualized Education Plan and 504 Goals.	health needs as well. Many of the units have built social-emotional content into their curriculum to provide learning opportunities throughout the year as well. The purchase on new curriculum will not only help our general education middle school and high school students, but will also help our students with disabilities because the new curriculum is digital and on-line and has the ability to meet the needs of individual students and their IEP. In the event that the district has to go remote, the new curriculum will be better suited for remote learning than a tradition learning environment.
Students experiencing homelessness	The district does not have a homeless student population	NA
Children in foster care	The district does not have a population of students in foster care	NA
Migratory students	The district does not have students considered migrant students.	NA

*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	
Academic Supports	
Educator Professional Development For the 2023-2024 school year, provide professional development and costs associated with all certified staff to attend the spring TIE conference. This conference provides a multitude of professional development opportunities to help staff learn new and creative ways to teach students using technology. These tools and resources are vital when online learning and possible distance learning must be used due to the COVID-19 Pandemic.	**$8,000**
Interventions that Address Student Well-Being Purchasing a subscription to Suite 360, an evidence-based social-emotional online learning curriculum for all students in grades K-12.	**$5,000**
Strategies to Address Workforce Challenges $500 Retention incentives for all staff (except the superintendent) each semester to be paid in December and May for the 2021-22 year; a one-time $1,000 bonus for the 2022-23 school year, due to the increased difficulties in finding staff to work during the Covid-19 pandemic. This incentive reflects the Board's commitment to work as safely as possible and so too understands the added work to the district's staff. The plan was approved by the Gettysburg School Board on September 13, 2021 at its regular Board meeting. The plan was updated August 10, 2022.	**$82,000 total for the two years.**
Other Priorities Not Outlined Above Purchase software and on-line teaching/learning platforms such as Schoology for 2022-23 and 2023-24 school years.	**$12,000 for 2022-23 $12,000 for 2023-24**
Total Approximate Budget for Investments in Other Allowed Activities	**$119,000**

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 NA	
Project #1 Add a bathroom to the elementary special education room. This will allow the district to use IDEA funding to provide required accommodations and supports to our students with disabilities. This will also help our staff to provide these services to our students with disabilities.	$25,000
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	$25,000

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 This addition of a bathroom in one of our elementary special education classrooms will allow the district to use IDEA funding to provide required accommodations and supports to our students with disabilities. This will also help our staff to provide these services to our students with disabilities. The district will continue to utilize our Title funding to supplement our students in reading and math. We will also utilize local and state funds to support other essential student needs as we've done in the past.	**It is the same budgeted item for question 5.**

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 The district has a school counselor to help provide resources to students to suffered learning loss as well as social, emotional and mental health issues from the COVID 19 pandemic.
Missed Most In-Person The district uses Infinite Campus to identify attendance issues and credit summaries. If students weren't in class or didn't check-in online teachers followed-up with those students to reengage them early on. Our attendance rate continued to be good during the 19-20 and 20-21 school year. Students had the opportunity to attend summer school to help with any learning loss that may have occurred. The middle school and high school will have new math and ELA curriculum to make sure that our students continue to have good curriculum that includes online access if needed. Our school staff are available for our students before and after school and during study hall if the students require extra support.
Did Not Participate in Remote Instruction The district uses Infinite Campus to identify attendance issues and credit summaries. If students weren't in class or didn't check-in online teachers followed-up with those students to reengage them early on. Our attendance rate continued to be good during the 19-20 and 20-21 school year. Students had the opportunity to attend summer school to help with any learning loss that may have occurred. The middle school and high school will have new math and ELA curriculum to make sure that our students continue to have good curriculum that includes online access if needed. Our school staff are available for our students before and after school and during study hall if the students require extra support.
At Risk for Dropping Out The district uses Infinite Campus to identify attendance issues and credit summaries. If students weren't in class or didn't check-in online teachers followed-up with those students to reengage them early on. Our attendance rate continued to be good during the 19-20 and 20-21 school year. Students had the opportunity to attend summer school to help with any learning loss that may have occurred. The middle school and high school will have new math and ELA curriculum to make sure that our students continue to have good curriculum that includes online access if needed. Our school staff are available for our students before and after school and during study hall if the students require extra support.

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
Learning Loss
Prevention and Mitigation
Retention Bonuses

Students
The public was invited to a meeting on August 4, 2021 at 6:30 PM to give their input about the districts proposed American Recovery Plan. The public was invited to the August 10, 2022 meeting at 7:30 PM to give their input about the ARP plan. The plan is also available on our school website.

Families
The public was invited to a meeting on August 4, 2021 at 6:30 PM to give their input about the districts proposed American Recovery Plan. The public was invited for input again on August 10, 2022. The plan is also available on our school website.

School and district administrators (including special education administrators)
All teachers and staff were contacted on July 8, 2021 seeking their input for the plan. All staff was informed of proposed changes and invited to the August 10, 2022 meeting for input.

Teachers, principals, school leaders, other educators, school staff, and their unions
All teachers and staff were contacted on July 8, 2021 seeking their input for the plan. This was done again before the August 22, 2022 meeting.

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
The public was invited to a meeting on August 4, 2021 at 6:30 PM to give their input about the districts proposed American Recovery Plan.

The public: The public was invited to a meeting on August 4, 2021 at 6:30 PM to give their input about the districts proposed American Recovery Plan. The Gettysburg ARP Plan was approved by the Board of Education at the September 13, 2021 regular Board meeting. Each month the public is offered public comment. The updated ARP Plan was approved by the Board of Education at the August 10, 2022 regular Board Meeting.

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.