

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

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.

<b>School District:</b> <b>Chester</b>	<b>Total ARP ESSER Funding Available:</b> <b>\$205,869</b>
<b>Date of School Board Plan Approval:</b> <b>August 9, 2021</b> <b>June 13, 2022</b> <b>December 12, 2022</b> <b>ESSER III Amendment Review &amp; Approval:</b> <b>May 8, 2023</b> <b>September 11, 2023</b> <b>December 11, 2023</b>	<b>Budgeted to Date:</b> <b>ARP/ESSER III was not included in our FY22 budget &amp; is included in our FY23 budget.</b>  <b>All ARP/ESSER funds in the district have been expended as of June 30, 2023.</b>
<b>ARP ESSER School District Plan URL:</b> <a href="http://Chester.k12.sd.us">Chester.k12.sd.us</a>	<b>Amount Set Aside for Lost Instructional Time: minimum requirement \$41,173.80</b>

## 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
<b>Overview</b>  For the 2020-21 and 2021-22 school year, the district budgeted and utilized funding toward prevention and mitigation of Covid-19 to assist in offering in-person instruction for the entire school year.  We will include the ARP/ESSER III funds in our district FY23 budget. For FY22, we used previous ESSER funds as appropriate for student learning, recovery, advancement, and safety as it pertains to the Covid-19 pandemic.	
<b>Equipment and/or Supplies</b> Items purchased previously with other federal funds: Masks, Individual desk shields, plexiglass, hand sanitizer/hand sanitizer stations, and Chlorox 360 machines, Covid stipends for staff, and Flyer Care kits are examples of equipment and supplies our district purchased with other federal funding allocations.	
<b>Additional FTE</b>	N/A
<b>Other Priorities Not Outlined Above</b>	N/A
<b>Total Approximate Budget for Mitigation Strategies</b>	TBD

## 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
<b>Overview</b> The district will be offering in-person instruction for the 2022-23 school year. All of our interventions are evidence based and by hiring and continuing an additional FTE for students with disabilities, we are increasing the positive impact on student learning with the most valuable resource, the teacher.	
<b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b> We use evidence based curriculum and assessments across the district. In-person learning has been identified as the most effective strategy to impact student learning. In addition to the core curriculum and the assessments integrated into the core, the following examples are utilized to address	

academic impacts on student learning: FAST, Dibels, Star Reading assessment, Star Math assessment, SD Interim assessments, SBA, and IXL. Data retreats are conducted district-wide annually during our September in-service time.	
Opportunities for Extended Learning (eg., summer school, afterschool) We offer extended school year (ESY), before/after school teacher assistance, and 9 <sup>th</sup> period help time at the middle and high school levels.	
Equipment and/or Supplies	TBD
Additional FTE One additional FTE teacher in the area of special education was hired in preparation for the 2021-22 school year to educate our students with disabilities and this position and teacher remains in place for 2022-23. ESSER II had a budgeted amount to fund this position.  ARP/ESSER III consists of a \$41,173.80 budget item (20% learning loss) for a portion of the compensation for the additional special education teacher.	\$41,173.80
Other Priorities Not Outlined Above	TBD
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$41,173.80</b>

#### 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 of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and will continue in 2022-23. Free meals for all students will end for the 2022-23 school year. Survey data assists in decision making.	-Flyer 5 District Wide Character Model and related activities for all students. -The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health. -All students have the opportunity for individual or small group access to our two full time guidance counselors in addition to grade level guidance instruction.

<b>Students from low income families</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. Survey data assists in decision making.</p> <p>Students from low income families comprise 12% of our PK-12 on-site students.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our two full time guidance counselors in addition to grade level guidance instruction.</p>
<b>Students of color</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. Survey data assists in decision making.</p> <p>Students of color comprise 4% of our PK-12 on-site students.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our full time guidance counselor in addition to grade level guidance instruction.</p>
<b>English learners</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. Survey data assists in decision making.</p> <p>We do not have any students identified as EL on-site in grades PK-12.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our two full time guidance counselors in addition to grade level guidance instruction.</p>
<b>Children with disabilities</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. An additional special education was in place for 2021-22 and will be in place for 2022-23.</p> <p>Children with disabilities comprise 17% of our PK-12 on-site students.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our two full time guidance</p>

		counselors in addition to grade level guidance instruction.
<b>Students experiencing homelessness</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. Survey data assists in decision making.</p> <p>We do not have any students identified as experiencing homelessness.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our two full time guidance counselors in addition to grade level guidance instruction.</p>
<b>Children in foster care</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. Survey data assists in decision making.</p> <p>We do not have any children identified in foster care.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our two full time guidance counselors in addition to grade level guidance instruction.</p>
<b>Migratory students</b>	<p>All of our investments align with student needs. In-person instruction and fully operational educational programs were provided in 2020-21, 2021-22, and continue in 2022-23. Survey data assists in decision making.</p> <p>We do not have any migratory students identified.</p>	<p>-Flyer 5 District Wide Character Model and related activities for all students.</p> <p>-The Humanity Launch is a program that will have a positive impact on students' academic, social, emotional, and mental health.</p> <p>-All students have the opportunity for individual or small group access to our two full time guidance counselors in addition to grade level guidance class.</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
<b>Overview</b> The school district will use ESSER III funds to hire an additional certified school counselor for educational support services for students. With this addition, our school district employees 2.0 FTE in our school counseling department. The school district will also utilize ESSER III funds to pay for the remaining portion of our additional special education teacher that was hired. 20% of her salary and benefits are for lost instructional time and the remaining 80% will be utilized in FY23 to fund the position in its entirety.	
Academic Supports	\$101,957
Educator Professional Development	TBD
Interventions that Address Student Well-Being	TBD
Strategies to Address Workforce Challenges	TBD
Other Priorities Not Outlined Above	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$101,957</b>

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
<b>Overview</b> The school district will be using \$62,738 of ESSER III funds for installation of an HVAC building automation control system.	
Project #1: HVAC building automation control system	\$62,738
Project #2	N/A
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$62,738</b>

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
<b>Overview</b> The district will continue to use all funding categories available to support student learning that coincides with the needs of the school district.	

### 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
<b>Overview</b> The Chester Area School District operated in-person learning all of the 2020-21, 2021-22, and plan to continue for the 2022-23 school year. Almost all students took part in our in-person traditional offering. An online programming option was made available for all students. In addition to in-person learning, we have an alternative school option for students in grades 9-12. Credit recovery is available as needed. At-risk students are identified by teacher, staff, and parent referral from classroom, school, and home observations.
<b>Missed Most In-Person</b> Our district offers interventions at the elementary, middle, high school. In addition, our district provides an alternative high school option. Teachers are available before and after school. At the middle and high school level, our district offers a 9 <sup>th</sup> period help time where all teachers are available to meet with students. In addition, the re-engagement process was addressed with before and after school time with teachers as well as additional time with at-home learning materials provided.
<b>Did Not Participate in Remote Instruction</b> We had very few students choose to participate in the online learning option we provided as a district.
<b>At Risk for Dropping Out</b> Our school operates a district wide alternative high school to assist and provide an opportunity for students at risk for dropping out.

**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
<p><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>The district utilized a starting school committee in 2020-21 which included our school improvement committee members in addition to several other key members in the planning process. In addition, surveys were sent out to all parents and staff prior to the start of the 2020-21 school year to gather feedback. We have public comment available at each board meeting and district plans are easily accessible in multiple languages on our school district web page.</p> <p>The three highest priority items gathered from surveys and public comments were the following:</p> <p>1) In-person learning. 2) Traditional schedule including operation of extra-curricular activities. 3) Allowing personal responsibility and choice in our response to Covid-19.</p> <p>For the 2021-22 school year, a draft of the district Safe Return Plan was sent to all parents via email and posted on our school web page on July 27, 2021. Public comment was available prior to plan approval on August 9, 2021. The ARP/ESSER III plan will be reviewed at our school board meeting on June 13, 2022 along with the remaining reviews as required. Public comment is available and the plan will be posted on our school web page.</p>
<p><b>Students</b> Discussion and collaboration</p>
<p><b>Families</b> Surveys, Board of Education Public Comment</p>
<p><b>School and district administrators (including special education administrators)</b> Administrative Team Meetings, Starting School Committee, Surveys</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b>  Staff meetings, Starting School Committee, Surveys</p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b> N/A</p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b> N/A</p>
<p><b>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</b>  Surveys, Meetings, Board of Education Public Comment</p>
<p><b>The public</b> Surveys, Board of Education Public Comment</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.