

**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: Hamlin School District	Total ARP ESSER Funding Available: \$827,258.00
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$742,883.00
ARP ESSER School District Plan URL: http://www.hamlinchargers.com/district/	Amount Set Aside for Lost Instructional Time: \$752,258.00

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 NA	
Equipment and/or Supplies NA	
Additional FTE NA	
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Mitigation Strategies	

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. Test scores for 2021 are higher than anticipated considering the impact learning at home had on students. The district’s curriculum, along with dedicated teachers, have contributed to the overall scores.</p> <p>Survey results from parents and teachers also reveal that students throughout the district were affected by loss of instruction, classroom interaction, and school structure. Parents also noted the impact Covid19 had on communication.</p> <p>The Hamlin 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,</p>	

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.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) NA	
Opportunities for Extended Learning (eg., summer school, afterschool) NA	
Equipment and/or Supplies NA	
Additional FTE Funds will support teacher salaries/benefits for instruction at the elementary, middle, and high school buildings. Elementary and MS teachers will implement educational interventions, administer high-quality assessments, and communicate with parents & families on how they can effectively support students. HS CTE teacher will provide students who may not learn through traditional methods another pathway of earning credits. Staffing includes 2.2 FTE Elementary Teachers, 2.95 FTE MS Teachers, and .5 FTE HS CTE Teacher.	\$752,258.00
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$752,258.00

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	Based on the data analysis and overviews described above, the Hamlin 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:	The social, emotional and mental health needs of our students is of the utmost importance. The pandemic increased many stressor for students and staff. We have many safeguards currently in place, including behavioral management programs as well as services for students who face mental health challenges and need counseling.

	<ul style="list-style-type: none"> • Adding teachers at the Elementary, Middle and High school levels. <p>Success will be determined by NWEA MAP scores increasing in regular intervals.</p>	<p>The School District will take advantage of professional development opportunities that is 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 Hamlin 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"> • Adding teachers at the Elementary, Middle and High school levels. <p>Success will be determined by NWEA MAP scores increasing in regular intervals.</p>	<p>The stress of possibly losing their jobs or reduced work hours along with food insecurity impacted children from low-income families' well-being and child development. The School District offers Positive Behavioral Interventions and Supports (PBIS) to improve practices affecting student outcomes.</p>
<p>Students of color</p>	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.</p>	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.</p>
<p>English learners</p>	<p>Based on the data analysis and overviews described above, the Hamlin 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"> • Adding teachers at the Elementary, Middle and High school levels. 	<p>When surveyed, parents indicated that Covid-19 increased the challenges of communication with the school. District EL staff support academic interventions as well as identifying when services for students who face mental health challenges and need counseling are needed.</p>

	Success will be determined by NWEA MAP scores increasing in regular intervals.	
Children with disabilities	Based on the data analysis and overviews described above, the Hamlin 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: <ul style="list-style-type: none"> • Adding teachers at the Elementary, Middle and High school levels. Success will be determined by NWEA MAP scores increasing in regular intervals.	Children with disabilities may demonstrate difficulty regulating behavior and emotions. Covid-19 enhanced anxiety, depression, and mental health for many students. The School District will equip staff with the resources and services for students who face mental health challenges and need counseling.
Students experiencing homelessness	This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.	This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.
Children in foster care	This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.	This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.
Migratory students	This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.	This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.

**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 NA	
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	

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 Hamlin School District will use ARP ESSER funds to support the service agreement and necessary filters to maintain improved 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 support the service agreement and filters for the HVAC system throughout the building.	

Project #1 The Hamlin School District will use funds to support the service agreement which includes installing filters for air quality.	\$75,000.00
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$75,000.00

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
<p>Overview The Hamlin School District will respond and support student need using a variety of funding sources, including federal, state, and local funds, federal grant allocations such as Perkins, Title I, Title IIA, Title IV-A, and IDEA. District general and capital outlay funds will also be utilized. These funding sources will support both general and targeted instructional strategies through advancement of curriculum and student programming, additional FTEs/staffing to allow for more individualized attention to student needs and purchasing of equipment and supplies necessary to provide purposeful instruction.</p>	

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 The Hamlin School District will continue to offer a quality education with effective teaching strategies and focused interventions that are designed to meet the needs of all our students. These strategies will identify, reengage, and support students who are most likely to experience the impact of lost instructional time.</p> <p>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. We did not have any students drop out. This fall, all students who were remote learning in 2020-21 returned to on-site learning.</p>

<p>Missed Most In-Person The District did not identify any significant rates regarding students missing the most in-person learning. The District will continue to offer extended learning time as necessary to any student who becomes identified as missing in-person learning.</p>
<p>Did Not Participate in Remote Instruction Students not participating in remote learning will be provided extended learning time as necessary.</p>
<p>At Risk for Dropping Out Support for students who may fall behind in credits will receive credit recovery services.</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 The following opportunities provided meaningful conversation with stakeholders:</p> <ul style="list-style-type: none"> • Board Presentations • Budget Committee Meeting • Advisory Groups <p>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 • Communicating and updating parents, students, and other stakeholders as conditions change • Social, emotional, and mental health of students and staff
<p>Students The district examined NWEA MAPS Assessment Data, Attendance, and Behavioral Reports to determine if there were any significant trends.</p>
<p>Families Families were invited to open board meetings where the needs and proposed uses of ARP funds were on the agenda. The district has taken public input on this plan during its regular July and August School Board meeting and will continue to regularly engage in meaningful conversations with parents about the use of ARP ESSER funds.</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.</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 NA</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 ESSER funds were on the agenda.</p>
<p>The public The public is always welcome to provide input at regular board meeting or by contacting the superintendent.</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.