

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

Updated: 10/15/2021

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.

<b>School District:</b>  Pierre School District 32-2	<b>Total ARP ESSER Funding Available:</b>  \$3,500,719.00
<b>Date of School Board Plan Approval:</b>  August 18, 2021	<b>Budgeted to Date:</b>  \$463,114.00 (FY 22 district budget) \$3,500,719 (this plan)
<b>ARP ESSER School District Plan URL:</b>  <a href="https://pierre.k12.sd.us/">https://pierre.k12.sd.us/</a>	<b>Amount Set Aside for Lost Instructional Time:</b>  \$950,000.00

## 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
<p><b>Overview</b></p> <p>The Pierre School District team learned a great deal regarding effective mitigation efforts during the 2020-21 school year. Many of the efforts implemented will be maintained in the 2021-22 school year and for the foreseeable future. Those strategies include the addition of more tables in lunchrooms and revised seating in classrooms, addition of touchless hand sanitizer dispensers in all classrooms and common areas, modeling and emphasis of proper hygiene, increased cleaning and disinfecting of all areas particularly frequently touched surfaces, increased fresh air circulation in buildings, addition of hands-free faucets, soap dispensers and flushing toilets in all restrooms. Funds will be used to continue to replace hand sanitizer, disinfecting supplies and soap for the hands-free dispensers.</p> <p>In addition, 1.5 additional nurses were added in the 2020-21 school year so that each school building could have one full time nurse available. The additional nurses will be maintained through the Covid-19 pandemic.</p>	
<p><b>Equipment and/or Supplies</b></p> <p>Touchless hand sanitation stations, touchless soap dispenser, and use of disinfecting solutions will continue to be utilized and supplies replenished.</p>	<p><b>\$15,000</b></p>
<p><b>Additional FTE</b></p> <p>1.5 school nurses were added in order to provide a full time nurse at each of the district's school buildings. This will continue throughout the Covid-19 pandemic.</p>	<p><b>\$50,000</b></p>
<p><b>Other Priorities Not Outlined Above</b></p> <p>NA</p>	
<p><b>Total Approximate Budget for Mitigation Strategies</b></p>	<p><b>\$65,000</b></p>

## 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><b>Overview</b></p> <p>As evidenced by our local assessments, the Pierre School District is very fortunate that a majority of our students achieved significant academic gains during the 2020-2021 school year. That said, we fully realize some of our students did experience learning loss for a variety of reasons and the district will make concerted efforts to support those students' needs.</p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b></p> <p>Student performance is identified through the use of assessment tools such as NWEA, Acadience, state interim assessments, and common local assessments. We have added a full-time interventionist at all five schools for the next three years to address student learning loss.</p>	
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b></p> <p>The Pierre School District hired additional staff for summer school in order to expand the number of students involved. In addition, the length of summer school will be expanded to include more days in the classroom. We plan to continue this practice over the next few years. We plan to utilize Title I carryover funds as well as Title IV funds transferred to Title I to accomplish this expansion so will not need to use ESSER III funds.</p>	
<p><b>Equipment and/or Supplies</b></p> <p>NA</p>	
<p><b>Additional FTE</b></p> <p>5 additional certified teachers as intervention specialists to be added through the 2023-2024 school year.</p>	<p>\$950,000</p>
<p><b>Other Priorities Not Outlined Above</b></p> <p>NA</p>	
<p><b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b></p>	<p>\$950,000</p>

**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
<b>All students</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.
<b>Students from low income families</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	Transportation may be a service provided on a need basis to ensure attendance and participation in interventions. The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.

<b>Students of color</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.
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<b>English learners</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	The Pierre School District utilizes Language Line and translators to support families that have language barriers. The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.
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<b>Children with disabilities</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	Special service case managers work with members of the IEP team including the parents to support the student and services needed that may affect one's education. The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The
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		Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.
<b>Students experiencing homelessness</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	A District specified staff member works with students experiencing homelessness and helps determine supports needed. The Pierre School District employs 8 full time school counselors that workwith building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.
<b>Children in foster care</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.

<b>Migratory students</b>	Students will be identified and will work in small groups to support identified needs. Progress monitoring assessments will be completed to ensure adequate progress is being made and individualized interventions are in place.	The Pierre School District employs 8 full time school counselors that work with building staff as well as community agencies to provide continual support for students in need. A school psychologist and behavior specialist work with building level STAT teams to identify and support student needs. The Pierre School District employs staff that work directly with each subgroup to ensure student academic and social/emotional needs are met.
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*\*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
<b>Overview</b> NA	
<b>Academic Supports</b>	

<b>Educator Professional Development</b>	
<b>Interventions that Address Student Well-Being</b>	
<b>Strategies to Address Workforce Challenges</b>	
<b>Other Priorities Not Outlined Above</b>	

<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	
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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
<b>Overview</b>	
<p><b>Buchanan Elementary, while having an overall similar student population to our two other elementary buildings, has significantly less square footage per student. It is our goal to increase the square footage of Buchanan Elementary by the addition of a larger gymnasium, separate cafeteria area with adequate seating, as well as additional classrooms.</b></p> <p><b>Furthermore, the district’s gymnastics gym which is located at the administration building does not currently have air conditioning though it is utilized year around. We plan to add additional quality airflow to the gymnastics gymnasium by the addition of air conditioning.</b></p>	
<p><b>Project #1</b></p> <p><b>Buchanan Elementary: Addition to expand the size of the gymnasium, add a separate cafeteria/commons area, and add additional classrooms.</b></p>	<p><b>\$2,335,719</b></p>
<p><b>Project #2</b></p> <p><b>Add air conditioning to the district’s gymnastics gymnasium.</b></p>	<p><b>\$150,000</b></p>
<p><b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b></p>	<p><b>\$2,485,719</b></p>

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><b>Overview</b></p> <p>The Pierre School District is confident in the plan in place to address student learning loss and student health/mental well-being. We will continue to provide these services by utilizing our current funding sources including Title I, Title ID, CEIS funds available through IDEA, as well as funding available through the state aid formula, including the significant one-time allocation provided the district at the end of the 2020-2021 school year.</p>	<p><b>\$1,500,000</b></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><b>Overview</b></p> <p>Administration in each building has processes in place to identify students that have missed significant days of school due to the pandemic as well as those that have not been fully engaged through our remote learning option. We monitored our remote learners throughout last year and most of those identified as not being successful returned to in person instruction when asked. We will again offer a remote option for grades 9-12 for the 2021-22 school year.</p>
<p><b>Missed Most In-Person</b></p> <p>Students have been identified and found to be a very low number in our District.</p>
<p><b>Did Not Participate in Remote Instruction</b></p> <p>We addressed that during last school year by inviting students back to in person.</p>
<p><b>At Risk for Dropping Out</b></p>

Building administration and staff work closely with families that were found to be in such a situation. Grades, attendance, and behavior are all factors taken into consideration when determining students and families who need additional assistance.

**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>Since the beginning of the pandemic, the Pierre School District has updated the public at each school board meeting of practices, changes, and information related to the school district’s response to the Covid-19 pandemics. At each school board meeting, public comments are an option for anyone that desired to participate and share. School board meetings are televised and live streamed, and the superintendent provided a summary of the COVID plan as well as updates on positive and recovered cases for each building. This summary included any changes or revisions to the mitigation efforts, quarantine procedures, contact tracing efforts, and facility usage along with extracurricular restrictions. When changes were made throughout the month the Pierre School District utilized the School Messenger tool to send emails, texts, and phone calls in order to inform all students and parents within the district. Two school populations appeared to be affected the most and during such mitigation efforts, feedback gathered from a general parent survey at Georgia Morse Middle School along with a student survey from TF Riggs High School help provide insight, questions, and concerns in developing the District’s working plan. The district’s proposed ARP plan and Back to School Plan were added to our website, along with the ability to provide comments to the plans which were reviewed by district administration and the school board.</p> <p>The highest priorities of stakeholders identified by input and consultation included:</p> <ol style="list-style-type: none"> <li>1. The importance of in person learning, and the desire to protect in person learning.</li> <li>2. Communicating COVID cases to help families make decisions.</li> <li>3. Continued sharing of information regarding mitigation efforts and revisions to the district’s plan as situations and protocol changes.</li> </ol>
<p><b>Students</b></p> <p>Periodic student surveys/input were gained throughout the year.</p>
<p><b>Families</b></p> <p>The opportunity for input exists on a daily basis and public comment was an option at every school board meeting. Several parents offered support, constructive suggestions, and ideas through a variety of modalities throughout the year. Georgia Morse Middle School did a general survey to gain the pulse of families. The district’s proposed ARP plan and Back to School Plan were added to our website, along with the ability to provide comments to the plans which were reviewed by district administration and the school board.</p>

**School and district administrators (including special education administrators)**

Administration meetings are held bi-monthly with each administrator providing opportunities to share priorities and concerns. Administrative feedback has been important to maintain focus and consistency on individual school and district needs.

**Teachers, principals, school leaders, other educators, school staff, and their unions**

Building principals continued to hold staff meetings, and building leadership team meetings providing updates and receiving feedback. These opportunities allow staff input. The district's proposed ARP plan and Back to School Plan were added to our website, along with the ability to provide comments to the plans which were reviewed by district administration and the school board

**Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail)**

The district's Indian Education program staff work directly with Native American students from all tribes. School board meetings are televised and live streamed, and the superintendent provided a summary of the COVID plan as well as updates to positive and recovered cases for each building. This summary included any changes or revisions to the mitigation efforts, quarantine procedures, contact tracing efforts, and facility usage along with extracurricular restrictions. The district's proposed ARP plan and Back to School Plan were added to our website, along with the ability to provide comments to the plans which were reviewed by district administration and the school board.

**Civil rights organizations (including disability rights organizations), as applicable**

School board meetings are televised and live streamed, and the superintendent provided a summary of the COVID plan as well as updates to positive and recovered cases for each building. This summary included any changes or revisions to the mitigation efforts, quarantine procedures, contact tracing efforts, and facility usage along with extracurricular restrictions. The district's proposed ARP plan and Back to School Plan were added to our website, along with the ability to provide comments to the plans which were reviewed by district administration and the school board. Same as above

**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 Pierre School District has designated staff to support each subgroup and will continue this practice in the future. Special service staff closely communicated with families on needs during any quarantines or long-term absences. Such distance learning plans were developed and maintained in the student's IEP. Students that receive English language services were provided online access and opportunities for continued programming. Distance video and/or phone conferences from teachers and the district's EL coordinator helped maintain connection and gain feedback from parents.

**The public**

School board meetings are televised and live streamed, and the superintendent provided a summary of the COVID plan as well as updates to positive and recovered cases for each building. This summary included any changes or revisions to the mitigation efforts, quarantine procedures, contact tracing efforts, and facility usage along with extracurricular restrictions. The district's proposed ARP plan and Back to School Plan were added to our website, along with the ability to provide comments to the plans which were reviewed by district administration and the school board.

**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.