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Haakon School District 27-1

**ARP ESSER LEA Plan**

2021-2022

*Last Updated September 2023*

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| **School District:**  Haakon School District 27-1 | **Total ARP ESSER Funding Available:**  $715,986 |
| **Date of School Board Plan Approval:**  September 11, 2023 | **Budgeted to Date:**  $563,000 |
| **ARP ESSER School District Plan URL:**  www.philip.k12.sd.us | **Amount Set Aside for Lost Instructional Time:**  $143,197 |

**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.

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| **Narrative** | **Approximate Budget** |
| **Overview**  It is the desire of Haakon School District to provide a safe and clean learning environment for all students. We are committed to personal freedom and individual responsibility primarily, in addition to teaching and encouraging proper personal hygiene. We encourage social distancing, staying home when ill, and follow quarantine protocols for those who test positive for Covid-19. We enhanced our air systems throughout the classrooms to utilize ionizers which refresh the air completely every 15 minutes. We have purchased and utilize a variety of sanitization tools as part of our cleaning methods. | |
| **Equipment and/or Supplies**  Cleaning Supplies – we remain committed to providing the cleanest and safest environment possible to mitigate the possibility of transmission of not only covid, but other infectious diseases as well. | $60,000 |
| Transit Van – Haakon School District uses bussing to transport students to activities. We plan to purchase a transit van to allow students to be able to social distance and avoid close contacts. Purchasing a vehicle that does not require a CDL broadens the pool of drivers to help so transport wouldn’t be limited. | $50,000 |
| Phone System Upgrades – Haakon School District currently uses an antiquated analog phone system. Upgrading to an IP/digital system would allow administration to intercom into spaces all at once to alert staff/students of any changes or emergencies. This will also allow phone access in spaces not regularly utilized before social distancing. | $40,000 |
| Playground Expansion/Equipment – In an effort to create more space for free play, we will move our current playground fence to expand the playground. Because we recognize the importance of physical activity and its correlation to physical health, we will purchase additional playground equipment for our elementary school in Philip, as well as for our rural school in Milesville. | $60,000 |
| Network Upgrades – With the abrupt stop to in-person learning in March of 2020, we prioritized making sure that each student had a laptop to take home. Upon the return to in-person learning, our network and available space had difficulties responding to the load. Network upgrades will improve the ease and speed of technology for both teachers and students. | $70,000 |
| Artificial Turf – This would allow our students to social distance and encourage our teachers to utilize outdoor spaces where rates of transmission are much lower. | $180,000 |
| **Other Priorities Not Outlined Above** | N/A |
| **Total Approximate Budget for Mitigation Strategies** | **$460,000** |

**Academic Impact of Lost Instructional Time**

1. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001(e)(1)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H02072C413F7244519FA5BB241E54A282) 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](https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](https://doe.sd.gov/title/schoolimprovement.aspx)). 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.

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| **Narrative** | **Approximate Budget** |
| **Overview**  Haakon School District maintained in-person learning every day of the 2020-2021 school year, therefore we feel learning loss was minimal. The loss that has potentially occurred happened with the last quarter of 2020 being virtual, and for the few student who were forced to quarantine during the 2021 school year. | |
| **Specific Evidence-Based Interventions (eg., curriculum, assessments)**  Curriculum that will promote wellness and address social, emotional, and mental health needs will be purchased. | $8,000 |
| **Opportunities for Extended Learning (eg., summer school, afterschool)** | N/A |
| **Equipment and/or Supplies** | N/A |
| **Additional FTE**  Learning Loss paraprofessionals/interventionists - $13.50 an hour plus benefits. These individuals would be used to work with students who need additional assistance and to target any achievement findings.  Professional Development – Teachers will be paid for professional development outside of their contract and presenters will be paid using ARP funds.  Possible additional pay for teachers who provide Friday support, should this become necessary. | $80,000 |
| **Other Priorities Not Outlined Above**  Haakon School District plans to implement extra days of professional development. Teachers will be paid for professional development outside of their contract and presenters will be paid using ARP funds. | $15,000 |
| **Total Approximate Budget for Academic Impact of Lost Instructional Time** | **$103,000** |

**Investments Aligned with Student Needs**

1. 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.\*

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| **Population** | **Academic** | **Social, Emotional, and Mental Health** |
| **All students** | Students are routinely evaluated to determine academic needs. | Haakon School District is committed to in-person learning. We have a counselor available after school and on Fridays through Capital Area Counseling to assist with any needs.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **Students from low-income families** | Students have equal access to any after school assistance, summer school, and other upgrades. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **Students of color** | Students have equal access to any after school assistance, summer school, and other upgrades. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **English learners** | Students have equal access to any after school assistance, summer school, and other upgrades. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **Children with disabilities** | Students have equal access to any after school assistance, summer school, and other upgrades. Transportation or mileage may be provided if needed. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **Students experiencing homelessness** | Students have equal access to any after school assistance, summer school, and other upgrades. Transportation or mileage may be provided if needed.  If a determination is made that a student is experiencing homelessness, our homeless coordinator connects students and their families to appropriate services and resources. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **Children in foster care** | Students have equal access to any after school assistance, summer school, and other upgrades. Transportation or mileage may be provided if needed. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |
| **Migratory students** | Students have equal access to any after school assistance, summer school, and other upgrades.  For students classified as migratory, the coordinator at the school works to connect students to the appropriate resources. | Haakon School District monitors the health and needs of our students. We are committed to remaining in person and offering learning loss opportunities.  Student needs are addressed as they arise.  Teachers and support staff are provided with opportunities to identify and support these needs. |

*\*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**

1. Describe how the school district will spend its remaining allocation consistent with [section 2001(e)(2)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8) of the ARP Act (see [here](https://www.congress.gov/bill/117th-congress/house-bill/1319/text" \l "H1C1CA7B872894DE0B325C5BB06991BB8) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

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| **Narrative** | **Approximate Budget** |
| **Overview**  Haakon School District works to provide opportunities for all students in a multi modal setting that will address the variety of learning modes. | |
| **Academic Supports**  **N/A** |  |
| **Educator Professional Development**  **N/A** |  |
| **Interventions that Address Student Well-Being**  **N/A** |  |
| **Strategies to Address Workforce Challenges**  **N/A** |  |
| **Other Priorities Not Outlined Above**  **N/A** |  |
| **Total Approximate Budget for Investments in Other Allowed Activities** |  |

1. 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](https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf) B-6, B-7, B-8 and C-27.

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| **Narrative** | **Approximate Budget** |
| **Overview**  At this time, we do not anticipate any construction projects utilizing APR ESSER funds. | |
| **Project #1**  **N/A** |  |
| **Project #2**  **N/A** |  |
| **Total Approximate Budget for Renovation, Air Quality, and/or Construction** |  |

1. 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.

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| **Narrative** | **Approximate Budget** |
| **Overview**  Educating the students of Haakon School District from all walks of life continues to be our #1 priority. The District uses Title I and REAP funds to focus on student achievement and students from multiple backgrounds such as: homeless, low socio-economic status, English Language Leaners, and children with disabilities. The District provides a plentiful budget for instruction out of local revenue. |  |

**Engaging Students at Risk**

1. 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:
   1. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
   2. Students who did not participate or participated inconsistently in remote instruction
   3. 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.

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| **Narrative** |
| **Overview**  Haakon School District provided in-person instruction for all students through the 2020-2021 school year and plans to continue doing so moving forward. We do not offer a full-time virtual option for students. If it is necessary according to our COVID plan to hold classes remotely, each student has access to a school-issued laptop and a variety of online learning platforms for remote learning. |
| **Missed Most In-Person**  Our attendance policy was waived for the 2020-2021 school year and has been waived for the 2021-2022 school year to encourage students to stay home if they are ill. For those who missed any face-to-face instruction, technology allowed them to learn virtually. Absent teachers who felt well enough to teach could work remotely so that students could remain on track. |
| **Did Not Participate in Remote Instruction**  We did not have students participate in remote instruction. |
| **At Risk for Dropping Out**  We did not identify students at risk of dropping out. |

**Stakeholder Consultation:**

1. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

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| **Narrative** |
| **Overview, including the three highest priority needs that emerged from consultation**  Haakon School District has attempted to effectively communicate with stakeholders since the start of the covid pandemic. We utilize many modes of communication including our website, parent portal and Facebook.  Our intentions and plans are discussed regularly at our public Board of Education meetings.  The top concerns that have been identified thus far are: Student and staff safety, creating healthy spaces for students, and identifying and closing learning loss gaps. |
| **Students**  Administration will monitor student needs and factor input into the decision-making process. |
| **Families**  The District will disseminate surveys as needed to gather parent input. We encourage 2-way communication and pledge to be transparent with ESSER spending by sharing information at school board meetings and website postings. |
| **School and district administrators (including special education administrators)**  School administration meets very regularly to discuss covid impact as well as the use of covid funding. |
| **Teachers, principals, school leaders, other educators, school staff, and their unions**  The District holds regularly scheduled staff meetings where these concerns are a monthly conversation. |
| **Tribes (for affected LEAs under Section 8538 of the ESEA; see** [**here**](https://doe.sd.gov/title/documents/Tribal-Cons-Guid-2020.pdf) **for more detail)**  **N/A** |
| **Civil rights organizations (including disability rights organizations), as applicable**  Haakon School District will be accommodating and transparent to any organization that wishes to share input regarding ARP/ESSER funding and how it can help students within our district.  The Haakon School District will address the special needs of students, teachers, and other program beneficiaries in order to overcome equitable barriers based on gender, race, color, national origin, disability, and age. The Haakon School District will also ensure that our local program will address the provisions of Section 427. The staff will specifically address the following:   1. Staff in-service related to special needs. 2. Cooperative planning and implementation of programs with other agencies which deal with students with special needs. 3. Modification of curriculum. 4. Testing methods, referrals, and TAT team will be addressed. 5. Instructional materials for classroom that will supplement learning for those who require extra help. |
| **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**  Haakon School District will continue to include stakeholders through open communication, as well as with access to policies, procedures, and student handbooks. |
| **The public**  Haakon School District welcomes public input and encourages open-door communication. The public can attend school board meetings and provide input/suggestions during the Communications From the Audience agenda item. |

**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.