

**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: Canton 41-1	Total ARP ESSER Funding Available: \$839,341
Date of School Board Plan Approval: 8-9-2021	Budgeted to Date: \$839,431
ARP ESSER School District Plan URL: http://www.cantonsdk12.org/district41-1/images/DistrictForms/Canton%2041-1%20ARP%20ESSER%20LEA%20Plan.pdf	Amount Set Aside for Lost Instructional Time: \$679,941

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 Custodial sanitizing supplies to slow/stop the transmission of the virus among our school population.	
Equipment and/or Supplies High Capacity Disinfectant Sprayer Disinfectant Spray Hand Sanitizer Touch-free faucets Touch-free toilets	\$3,000 \$1,000 \$1,000 \$3,000 \$4,000
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	\$12,000

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 LEA will implement additional instructional opportunities to meet the needs of students impacted by the pandemic. These opportunities will come in the form of additional tutoring during/after school as well as extended school year services. The LEA will continue to utilize online instruction as a tool to remediate for lost instructional time as well as reach students at risk.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) Online Tools (NWEA, BHOLC, Edgenuity, No Red Ink, Reading Plus, Catch Up Math) The Canton School District will utilize NWEA	\$232,500

<p>assessments to help track the ongoing progress of students. The BHOLC works as a highly qualified instructional tool to facilitate learning for off-campus students. Edgenuity will provide CHS students the opportunity to recover classes that were failed in previous terms. No Red Ink, Reading Plus, and Catch Up Math provide opportunities for additional assessment and targeted standard instruction.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>Summer School The use of Summer School instruction will allow for classroom teachers to identify students that have not met all of the academic standards for their particular year of study and would benefit from remediation. This practice also helps to cut down on the amount of summer learning loss that may be experienced by students.</p> <p>High School Study Tables The use of after school High School Study Tables allows students the chance to connect with teachers outside of the typical instructional day. They can ask questions about course work, retake assessments, and be provided with a consistent study environment.</p> <p>ACT Prep Classes Our typical plan for approaching the ACT is to assess 9th and 10th Grade students on the Pre-ACT to show growth and provide data points that are missing from NWEA and SBA data in these years. This progression was halted due to lack of contact with our incoming 11th grade students. The creation of additional ACT prep classes is designed to help close this gap and make sure student's achievement is represented in their scores.</p> <p>Subject Area Specific Recovery Efforts The Canton School District recognized significant disruption to some of our individual subject area classes. In particular, foreign language and fine arts programs suffered from a lack of continuity. Funding in this category would allow for supplemental instruction designed to close the gap.</p>	<p>\$46,883</p>
<p>Equipment and/or Supplies</p>	
<p>Additional FTE</p> <p>1.5 FTE Elementary Reading/Math Interventionist District Title 1 funding has not been sufficient to meet the needs of our k-3 students requiring additional instructional support. The use of additional FTE in this category will allow for a much larger caseload for students needing that support.</p> <p>1.0 FTE Elementary Learning Recovery Teacher The addition of this FTE will allow the Canton School District to</p>	<p>\$382,558</p>

<p>analyze SBA and NWEA data to provide targeted support for students on specific learning standards. This support will come in the form of additional classroom instruction and individual tutoring sessions.</p> <p>1.0FTE Middle School Learning Recovery Teacher</p> <p>The addition of this FTE will allow the Canton School District to analyze SBA and NWEA data to provide targeted support for students on specific learning standards. This support will come in the form of additional classroom instruction and individual tutoring sessions.</p>	
<p>Other Priorities Not Outlined Above</p> <p>Social Emotional Learning Training (SEL) The Canton School District is making a direct push to increase the amount of SEL awareness amongst our staff and community. The goal is to instill a growth mindset throughout our students, staff and community members.</p>	<p>\$18,000</p>
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$679,941</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
<p>All students</p>	<p>Students will benefit from the NWEA assessments, which allow teachers to measure growth and proficiency. The Black Hills Online Learning allows students who aren't in school to progress in SD Content Standards. The additional ACT Prep Classes will help to close the gap from COVID and make sure student's achievement is represented in their scores. The Canton School District recognized significant disruption to some of our individual subject area</p>	<p>The SEL awareness training will help our staff and community members understand social emotional learning in our students.</p>

	<p>classes. In particular, foreign language and fine arts programs suffered from a lack of continuity. Funding in this category would allow for supplemental instruction designed to close the gap.</p>	
<p>Students from low income families</p>	<p>No Red Ink, ReadingPlus, and Catch Up Math provide opportunities for additional assessment and targeted standard instruction for students from low income families.</p> <p>The elementary reading/math interventionist will allow for a much larger caseload for students needing that support because our district Title 1 funding has not been sufficient to meet the needs of our k-3 students requiring additional instructional support.</p> <p>The use of Summer School instruction will allow for classroom teachers to identify students that have not met all of the academic standards for their particular year of study and would benefit from remediation. This practice also helps to cut down on the amount of summer learning loss that may be experienced by students.</p>	<p>By making a direct push to increase the amount of SEL awareness amongst our staff and community goal is to instill a growth mindset throughout our students, staff and community members.</p>
<p>Students of color</p>	<p>Additional ACT Prep Classes will help students of color to close the gap from COVID and make sure student's achievement is represented in their scores.</p> <p>The middle school learning recovery teacher will allow the Canton School District to analyze SBA and NWEA data to provide targeted support for students of color. This support will come in the form of additional classroom instruction and individual tutoring sessions.</p>	<p>By making a direct push to increase the amount of SEL awareness amongst our staff and community goal is to instill a growth mindset throughout our students, staff and community members.</p>

<p>English learners</p>	<p>High School study tables allows English Learner students the chance to connect with teachers outside of the typical instructional day. They can ask questions about course work, retake assessments, and be provided with a consistent study environment.</p> <p>Edgenuity will provide English Learner students the opportunity to recover classes that were failed in previous terms.</p> <p>The use of Summer School instruction will allow for classroom teachers to identify students that have not met all of the academic standards for their particular year of study and would benefit from remediation. This practice also helps to cut down on the amount of summer learning loss that may be experienced by students.</p>	<p>By making a direct push to increase the amount of SEL awareness amongst our staff and community goal is to instill a growth mindset throughout our students, staff and community members.</p>
<p>Children with disabilities</p>	<p>No Red Ink, ReadingPlus, and Catch Up Math provide opportunities for additional assessment and targeted standard instruction for students from low income families.</p> <p>The elementary reading/math interventionist will allow for a much larger caseload for students needing that support because our district Title 1 funding has not been sufficient to meet the needs of our k-3 students requiring additional instructional support.</p> <p>The use of Summer School instruction will allow for classroom teachers to identify students that have not met all of the academic standards for their particular year of study and would benefit from remediation. This practice also helps to cut down on the amount of summer learning loss that may be experienced by</p>	<p>By making a direct push to increase the amount of SEL awareness amongst our staff and community goal is to instill a growth mindset throughout our students, staff and community members.</p>

	students.	
Students experiencing homelessness	None identified at this time.	
Children in foster care	<p>Additional ACT Prep Classes will help students of color to close the gap from COVID and make sure student's achievement is represented in their scores.</p> <p>The middle school learning recover teacher will allow the Canton School District to analyze SBA and NWEA data to provide targeted support for students of color. This support will come in the form of additional classroom instruction and individual tutoring sessions.</p>	By making a direct push to increase the amount of SEL awareness amongst our staff and community goal is to instill a growth mindset throughout our students, staff and community members.
Migratory students	<p>High School study tables allows English Learner students the chance to connect with teachers outside of the typical instructional day. They can ask questions about course work, retake assessments, and be provided with a consistent study environment.</p> <p>Edgenuity will provide English Learner students the opportunity to recover classes that were failed in previous terms.</p> <p>The use of Summer School instruction will allow for classroom teachers to identify students that have not met all of the academic standards for their particular year of study and would benefit from remediation. This practice also helps to cut down on the amount of summer learning loss that may be experienced by students.</p>	By making a direct push to increase the amount of SEL awareness amongst our staff and community goal is to instill a growth mindset throughout our students, staff and community members.

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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
<p>Overview Keeping parents informed of their child’s work and attendance at school is an important element to success in school. ICU is used to keep parent’s informed on day to day work completion and achievement. School Reach will also be used to help keep parents current on activities and closures.</p>	
<p>Academic Supports ICU and School Reach are important tools for us to use to help keep parents informed of student work and attendance.</p>	\$4,400
<p>Educator Professional Development</p>	NA
<p>Interventions that Address Student Well-Being Professional presenters on parenting skills and child well-being will help our students social emotional health by giving parents tools that they may not currently have.</p>	\$12,000
<p>Strategies to Address Workforce Challenges</p>	NA
<p>Other Priorities Not Outlined Above Elementary Chromebooks - Effective classroom technology access will allow our teachers to maximize their instructional time and utilize tools that would otherwise be unavailable to them. This would allow us to provide 1 to 1</p>	\$131,000

<p>technology access in our classrooms and provide the opportunity to send devices home in need of a shutdown</p> <p>Middle School Laptops - In response to the pandemic, the Canton School District chose to send a school laptop home with every Middle School student. Prior to this, devices had only been available on campus. Refreshing these numbers will allow for the practice to continue.</p> <p>High School Laptops - Our High School classrooms have fully embraced a platform to allow for continued instruction in the event of a shutdown. This platform is solely dependent on the utilization of a 1 to 1 laptop ratio for our High School students.</p>	
Total Approximate Budget for Investments in Other Allowed Activities	\$147,400

- 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	NA
Project #2	NA
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$0

- 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 NA	NA

Engaging Students at Risk

- 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 Canton School District will use NWEA, SBA, and classroom grade reports to identify students that are in need of additional support with the plans outlined for funding. The district also uses Students Assistance Teams (SAT) to identify struggling students and propose areas for support.</p>
<p>Missed Most In-Person The supplemental instruction taking place before, during and after school will help to close any achievement gap that was opened for students that missed the most instructional days. The Canton School District will use Infinite Campus data on attendance to track these students.</p>
<p>Did Not Participate in Remote Instruction The achievement of students utilizing online platforms have been maintained in their records. These students will be treated similarly to those that missed large portions of instruction.</p>
<p>At Risk for Dropping Out Counselors and Student Assistance teams will be able to utilize the resourced outlined in this plan to increase the Social-Emotional intelligence of students to increase graduation rates. They will also have supplemental instructional tools to help increase the likelihood of success for these students so that they do not fall too far behind.</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 district believes that engaging with stakeholders is a key component to successfully meeting the needs of our students. We are committed to keeping our constituents informed of all decisions related to this plan. The highest priorities were identified to be additional instruction to close achievement gap, outside of school instruction, and the social-emotional needs of our students.</p>

<p>Students</p> <p>The district will maintain lines of communication with students through the use of student government platforms. Through the use of student government platforms Canton administration met with students to talk about the ARP ESSER III plan. Some of the comments from students involved their belief that the ACT Prep classes and SEL plans would have a positive impact on the student population.</p>
<p>Families</p> <p>Parents have/will be a part of the district’s Stay Well committee, which addresses all needs in response to the pandemic.</p> <p>Parents are part of our Stay Well committee. This committee addresses all needs in response to the pandemic. The ARP ESSER III plan was discussed with this committee for their input. Parents were appreciative of the communication tools and were in favor of the online tools for assessment and instruction. If there was a need for a shutdown, they felt the district would be ready at a moment’s notice.</p>
<p>School and district administrators (including special education administrators)</p> <p>The district met with administrators to get input into what they wanted to see in the ARP plan. Some of the administrators’ comments included that many of these items were things they had wanted to do in their buildings for a long time, but were unable to implement due to funding. The district plans to continue to meet with administrators monthly to review the effectiveness of the programs that are highlighted from our consultation process.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>The district met with teacher leaders from the local teacher bargaining union on what they would like to see in the ARP plan. They got input from the teachers which included a desire for the recovery learning teachers and increased access to technology. The district will continue to seek input and provide updates at three scheduled in-service opportunities throughout the year.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</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</p>
<p>The public</p> <p>Public comment was sought through our board of education meetings. The ARP plan was on the agenda to ask for public comment. This will continue to be on the agenda at future meetings.</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.