

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

Written: 6/2/2021

Updated: 12/1/2021

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: Gregory	Total ARP ESSER Funding Available: \$890,076
Date of School Board Plan Approval: 7/15/2021	Budgeted to Date: \$0.00
ARP ESSER School District Plan URL: www.gregory.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$178,015

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>Overview As per the CDC recommendations, the Gregory School District will work with local health and state officials to implement layered mitigation strategies. The district will continue to encourage healthy hygiene habits like handwashing and respiratory etiquette. Hand sanitizer and disinfectant wipes will be available in all classrooms as well as hallways and high traffic areas. High touch areas like door handles and hydration stations will be cleaned regularly. Social distancing will be encouraged where possible. Masks will be recommended. The Gregory School District will implement additional signage to prevent and promote approved COVID-19 mitigation strategies and healthy hygiene.</p>	
<p>Equipment and/or Supplies Hand sanitizer, hand soap, disinfectant, additional seating, masks, signage</p>	
<p>Additional FTE</p>	
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Mitigation Strategies</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
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<p>Overview</p> <p>The Gregory School District will offer summer school learning opportunities for all K12 students during the summer of 2022 and 2023 to address the academic impact of lost instructional time. Students will work individually with certified teachers and/or classified paraprofessionals to focus on lessons that address their specific learning gaps identified by the Smarter-Balance Assessment and district assessment tool (STAR 360 & AIMSweb).</p> <p>The Gregory School District may purchase additional evidence-based intervention programs to address the academic impact of lost instructional time. (MYON and/or iXL) The Gregory School District will implement the iXL Program for students at all grade levels through all core academic subject areas. The program is personalized and adaptive for the individual learners to work towards mastery of content standards in all core subject areas. The district has purchased MYON to assist students and teacher for both in-person and parallel reading-based instruction. MYON offers an online library of interactive resources to enrich K-12 instruction and allow students to read based upon their levels and interest, focusing on high interest lower leveled eBooks.</p> <p>The Gregory School District may purchase additional evidence-based intervention programs to address the academic impact of lost instructional time across all grade levels.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>The iXL Learning is an evidence-based English/language arts and math/science/social science program. The program is adaptive and provides intervention strategies to build foundation skills, work towards content mastery and address educational gaps.</p> <p>myOn is supported by evidence-based effectiveness through multiple studies that qualify this product as an evidence-based intervention.</p> <p>Elementary through middle level interventions will be geared around AIMSweb benchmark testing and STAR reading assessments.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>The Gregory School District will offer summer school opportunities for all students in grades K-12 for the 2022 and 2023 summers.</p>	
<p>Equipment and/or Supplies myON, iXL, AIMSweb</p>	<p>\$43,618</p>
<p>Additional FTE</p>	

Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	

Investments Aligned with Student Needs

3. 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	<p>Individual summer school sessions focused on student-specific learning gaps across all grade levels and all core curriculums.</p> <p>Web-based supplemental learning in core subject areas w/ at-home access for families</p> <p>Evidence-based intervention program for students</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</p>
Students from low income families	<p>Individual summer school sessions focused on student-specific learning gaps across all grade levels and all core curriculums.</p> <p>We will be providing busing and food options for students of all backgrounds. This will be useful for our populations.</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p>

	<p>Web-based supplemental learning in core subject areas w/ at-home access for families</p> <p>Evidence-based intervention program for students</p>	<p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</p>
Students of color	<p>Individual summer school sessions focused on student-specific learning gaps across all grade levels and all core curriculums.</p> <p>We will be providing busing and food options for students of all backgrounds. This will be useful for our populations.</p> <p>Web-based supplemental learning in core subject areas w/ at-home access for families</p> <p>Evidence-based intervention program for students</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</p>
English learners	<p>We have one identified ELL learner at this time. We will look at ways to incorporate an inclusive curriculum. We offer independent one on one tutoring with this student currently on a weekly basis. Other than that is getting translation devices or other devices.</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and</p>

		<p>suicide awareness and prevention educational opportunities to all students and families.</p>
<p>Children with disabilities</p>	<p>Individual summer school sessions focused on student-specific learning gaps across all grade levels and all core curriculums.</p> <p>We will utilize many hands on experiences and follow IEP’s appropriately in our extra time. We will utilize sped staff in our programs to continue fostering positive relations with children with disabilities.</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</p>
<p>Students experiencing homelessness</p>	<p>We do not have homeless learners at this time in our district. But we will provide meals and transportation services to place of residence if the need arises.</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</p>

<p>Children in foster care</p>	<p>The foster care student learners at this time in the Gregory School District will utilize all of the tools that make our programs successful for these students. We will pair these students with positive influences and ensure healthy learning environments are created for each individual. We will work closely with their families to ensure their success.</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</p>
<p>Migratory students</p>	<p>We do not have migratory students at this time. But will provide similar resources at the school district to all students to foster a positive learning environment.</p>	<p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on mental wellness basics for 6-12 students</p> <p>The Everfi online program offers lessons that students can access anywhere. This curriculum will focus on compassion, care and mental wellness for K-5 students</p> <p>Our local mental health agencies, as well as the Connect Community taskforce will partner with the Gregory School District to provide social, emotional, mental health and suicide awareness and prevention educational opportunities to all students and families.</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
Overview	
Academic Supports	
Educator Professional Development	
Interventions that Address Student Well-Being	
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
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
<p>Overview</p> <p>The Gregory School District has met with Co-op Architecture to conduct a facilities assessment of the district buildings. Currently, the district is in the process of prioritizing a variety of renovation and building projects that will address quality, social distancing, and make the school buildings safer and useable for students and staff alike.</p>	

<p>Project #1 Elementary Remodel: Demolition, remodel office space, remodel restrooms, replace doors, build canopy & vestibule. This project will create a safer environment for visibility of the office space while also allowing for easier cleaning and distancing in the bathroom areas. These facility repairs and improvements will enable the elementary school to reduce the risk of virus transmission and exposure to environmental health hazards in addition to supporting student health needs.</p>	<p>\$421,604</p>
<p>Project #2 Build addition of weight room and locker rooms onto the existing school gymnasium located on the school district property: addition, site work, wellness center/weight room addition, locker rooms to include both genders and transgender area. These facility buildings and improvements will enable the school to reduce the risk of virus transmission and exposure to environmental health hazards in addition to supporting student health needs be having our own weight room/wellness center to control who utilizes the space as well as providing locker rooms for sporting events held at the school gymnasium to allow for personal space and supervision.</p>	<p>\$1,360,777</p>
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	<p>\$1,782,381</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>Overview</p> <p>Other resources have provided ample enough funding for many of our student needs. We only have 420 students and have utilized our other Esser payments greatly. We are now in position to see how we can continue moving our school forward.</p> <p>The Gregory School District will try to sustain any progress with the use of General and/or Capital Outlay funds Title funding if applicable, REAP or additional grants to purchase other essential needs or initiatives items as necessary.</p>	

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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</p> <p>The Gregory School District has offered summer school in the past for multiple grade levels. The district will continue to offer summer school services to all students during the summers of 2022 and 2023, if ESSER III funds are still available. The district may also consider utilizing the South Dakota DIAL Virtual School for credit recovery courses for students at the secondary level.</p>
<p>Missed Most In-Person</p> <p>Summer school services will be offered to students who missed the most in-person instruction. The district may offer courses to students through the South Dakota Virtual School to assist with credit recovery and/or required courses. Evidence-based academic interventions will be in place to assist chronically absent students in the elementary school.</p>
<p>Did Not Participate in Remote Instruction</p> <p>Summer school services will be offered to students who did not participate in remote instruction. The district may offer courses to students through the South Dakota Virtual School to assist with credit recovery or required courses. Evidence-based academic interventions will be in place to assist students who did not participate in remote instruction in the elementary school.</p>

At Risk for Dropping Out

Summer school services will be offered to students who are at risk for dropping out. The district may offer courses to students through the South Dakota Virtual School to assist with credit recovery or required courses. Evidence-based academic interventions will be in place to assist students at risk for dropping out in the elementary school.

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>Overview, including the three highest priority needs that emerged from consultation</p> <p>The Gregory School District will publish the ARP plan for public comment.</p> <p>The Gregory Board of Education will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan. Survey’s have also been utilized in the past with our patrons/staff/students. We did a stakeholder survey that had about 78 percent of our households have input. We will continue having surveys and allowing public input at board meetings.</p> <p>If the Gregory School District decides to proceed with a renovation project, there will be community meetings to share the district’s plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.</p> <p>Student/staff safety, addressing learning loss that occurred during the COVID-19 Pandemic, as well as all social and emotional needs are the district’s highest priorities.</p>
<p>Students</p> <p>The Gregory School District will allow students to have a voice at meetings within the school day, with their coaches and extra-curricular directors and within the school board meetings. We will continue these throughout the year and amend as needed so our students can continue to offer high quality educational opportunities at all levels.</p>
<p>Families</p>

<p>The Gregory School District will publish the ARP plan for public comment. The Gregory Board of Education will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan. Current families within the district will be given ample opportunity throughout the year just as the students to adjust and amend our current processes.</p>
<p>School and district administrators (including special education administrators)</p> <p>The Gregory School District will have regular meetings with the admin team to determine the needs of the school district as a whole to meet all of our requirements at all grade levels within all buildings.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>The Gregory School District administrator holds weekly meetings with elementary staff and monthly meetings with secondary staff. In addition, administration is always available for a meeting with the Gregory Classified Organization should the need arise. These groups will be able to give input at any of the meetings, as well as offer suggestions to promoting the high quality of educational opportunities both in and out of the classroom setting.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>N/A</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>N/A</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 Gregory School District will publish the ARP plan for public comment. The Gregory Board of Education will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan. If the Gregory School District decides to complete a renovation/building project, there will be community meetings to share the district’s plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.</p>
<p>The public</p>

The Gregory School District will publish the ARP plan for public comment. The Gregory Board of Education will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan. If the Gregory School District decides to complete a renovation/building project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.

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.