

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

Updated: 6/2/2021

This plan is discussed and open for dialogue at monthly school board meetings.

Last approval given at 7-10-2023

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: Corsica-Stickney School District 21-3	Total ARP ESSER Funding Available: \$547,274.00
Date of School Board Plan Approval: 7-12-2021	Budgeted to Date: \$547,274.00
ARP ESSER School District Plan URL:	Amount Set Aside for Lost Instructional Time: \$109,455.00

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>Overview Corsica-Stickney School District had hired additional cleaning staff as well as purchasing ppe/uv lighting opportunities for inside the building. Sanitizer is located in every classroom and the desk/table surfaces where students transition each period are cleansed at the end of every period. UV disinfecting lighting is used in area at the end of every day as well as utilizing some chemical fogging in areas to clean as well. The focus allocations have been to continue providing educational services to all students in person or distance as needed, providing a safe in school environment, and provide the technology necessary to students/staff that is necessary to maintain educational progress. Also, we will be utilizing the nearly all of the funds of American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School District Plan to create more distance in classrooms that are crowded as well as update outdated facilities other than what needs to be retained for enhancing the effort to make sure students stay on appropriate academic progress. If we feel we need to invest more on the immediate student progress side, we will use more than what is allotted the minimum for learning recovery. At this time the best use for long term effectiveness for Corsica-Stickney is to use the money not designated for learning recovery to assist in creating a better school environment for students for next minimum of 40-50 years. The Corsica-Stickney ARP-ESSER Plan is located at the following url: https://corsica-stickney.k12.sd.us/aboutchs/schoolboardminutes/21-22/Corsica-Stickney%20School%20ARP-ESSER%20Plan%20(00000003).pdf</p>	
<p>Equipment and/or Supplies Technology cleaning/sanitizing</p>	
<p>Additional FTE 2-.25 additional cleaning staff were hired to assist in the evenings to clean surfaces/rooms.</p>	
<p>Other Priorities Not Outlined Above Increase in classroom size for better student distancing in crowded/outdated facilities as well as install new HVAC systems.</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
<p>Overview</p> <p>The Corsica-Stickney School District plans to utilize the \$109,455.00 set aside amount for assisting students in recovering or improving their academic knowledge/skills through educational opportunities extended to students through the summer via summer school opportunities for them to take advantage of as well as hiring an educational instructional specialist to be available approximately 50% of the time during school and after school for students to take advantage of tutoring or educational skills recovery time.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>Our offerings of individual attention for students and our use of assessment data will drive our decisions for educational recovery/learning loss as evidenced by smarter balanced assessments/mapps assessments, dibels assessments and well as teacher based accomplished measurements comparing to normal school terms.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>The Corsica-Stickney School makes available summer school/afterschool learning assistance for students desiring to use this opportunity.</p>	\$16,365.60
<p>Equipment and/or Supplies</p> <p>We will be able to utilize our existing technology we have already in place for students whether they take advantage of in person or distance learning opportunities provided. We have purchased items previously to be one-to-one learning.</p>	\$0.00
<p>Additional FTE</p> <p>We have hired an additional .5 FTE certified staff to be available during school time as well as after school for students</p>	\$86,014.88
<p>Other Priorities Not Outlined Above</p> <p>This amount is unbudgeted at this time to observe special situations of learning that may develop.</p>	\$7,074.52
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	109,455.00

Investments Aligned with Student Needs

- Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the

COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.*

Population	Academic	Social, Emotional, and Mental Health
All students	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery either by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. Those students that were not completing or struggling with academics were brought in for academic assistance in a one on one basis to assist them in mastering their learning objectives.</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. We are currently working with our Core Educational Cooperative which made available Units on Social, Emotional, and Mental Health. These were available for teachers/counselors to use in coordination with lessons/presentations. This will continue for schools moving forward.</p>
Students from low income families	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. Those students that demonstrated the need for additional learning with given the opportunity for additional assistance by teachers/paras/Title Opportunities at the end of the school term. They were also given a summer school opportunity if desired. Students who demonstrated lower level skills</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. We are currently working with our Core Educational Cooperative which made available Units on Social, Emotional, and Mental Health. These were available for teachers/counselors to use in coordination with lessons/presentations. This will continue for schools moving forward.</p>

	<p>through dibels/mapps/teacher observations were referred to summer school sessions to take advantage of those learning opportunities. All students are afforded the same learning opportunities appropriate for them regardless of their sub groupings. Upper level students were given one to one sessions to master skills at the end of their school year if they were not performing in the classroom satisfactorily according to their teachers. These were mandatory sessions to make sure students were gaining academic skills that were expected.</p>	
<p>Students of color</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. Those students that demonstrated the need for additional learning with given the opportunity for additional assistance by teachers/paras/Title Opportunities at the end of the school term. They were also given a summer school opportunity if desired. Students who demonstrated lower level skills through dibels/mapps/teacher observations were referred to summer school sessions to take advantage of those learning opportunities. All students are afforded the same learning opportunities appropriate for them regardless of their sub groupings.</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. Our school will individualize services to assist needs that may be specific to this sub-group of individuals.</p>

<p>English learners</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. Students that belonged to the English Learners group were given opportunities to meet in a personal individual session with either a teacher/translator/para to assist them to continue their education. These students were also encouraged to attend our summer school session to work on their English Language skills in addition to their content learning. These students will continue to be encouraged to attend the upcoming summer school sessions to focus on their English Language skill. If we need to provide a separate summer session for English Learners we plan to accommodate their needs. At this time we are still assessing needs.</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. We also have expanded our communication ability with an EL person very well versed in teaching EL students and is able to communicate with these students in their home language. This allows her to assist the students and allows our staff to better prepare for the student needs. Our EL staff member because of her ability to communicate with the home language when necessary creates a more socially, emotionally stable environment for this particular subgroup of students. It also assists in communicating with parents.</p>
<p>Children with disabilities</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21.</p>	<p>100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student.</p>

Students experiencing homelessness	100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. We have not had any students in this sub group but would afford them all the same opportunities given any other student.	100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. We have several community resources that assist us with this sub-group in regard to social, emotional, mental health by utilizing service organizations/churches/pastors in the this area.
Children in foster care	100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. We have not had any students in this sub group but would afford them all the same opportunities given any other student.	100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. Foster students are served no different than any other students and we provide them support via school, service organizations, and church groups.
Migratory students	100% of all students are afforded the opportunity for academic assistance/learning recovery by the certified educational staff for all grade levels. This past year we were fortunate to be in our school building and have classes in session for the complete year. The recovery time we are working on is the last 9 weeks of the 19-20 school year. Students did score relatively well on their smarter balanced tests this Spring of 21. Students that belonged to the Migratory sub-group were given opportunities to meet in a personal	100% of all students are afforded the opportunity for academic assistance/learning recovery and have access to a counselor/teaching staff/administration that is empathetic and concerned with the social emotional well-being of the student. Here again we use our community resources to assist in social, mental, emotional help as well as we can reach our regionally for students.

	<p>individual session with either a teacher/translator/para to assist them to continue their education. These students were also encouraged to attend our summer school session to work on their academic content learning. These students will continue to be encouraged to attend the upcoming summer school sessions to focus on academic skills. At this time we are still assessing needs to determine any appropriate opportunities for students in this sub-group.</p>	
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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 At this time Corsica-Stickney School does not see needing to allocate money to these areas as such. This is still under development and could change.</p>	
<p>Academic Supports Corsica-Stickney School has already in prior funding mechanisms put items in place to assist staff and students during the times we were shut down in the Spring of 19-20.</p>	
<p>Educator Professional Development Corsica-Stickney has already worked on delivery of academic courses in various formats and has a plan for situations that involve distance, hybrid, in-person. We know the best option is to have students in school in the normal school environment. That is the focus.</p>	
<p>Interventions that Address Student Well-Being Administration, Counselor and Staff have the well-being of the student as a priority including academic, social and emotional status. We will address needs brought to our attention using available resources we can access.</p>	

Strategies to Address Workforce Challenges We continue to search for qualified staff and will invest in our workforce. We have available northern e-learning, dial coursework, as well as the SD Virtual School.	
Other Priorities Not Outlined Above Nothing at this time.	
Total Approximate Budget for Investments in Other Allowed Activities	

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department’s prior approval. For further guidance, see [U.S. Department of Education’s FAQs](#) B-6, B-7, B-8 and C-27.

Narrative	Approximate Budget
Overview	
<p>The Corsica-Stickney School is in need of an Elementary School renovation that will include increasing the size of the classrooms from 500-700 square feet to 900 to 1,000 square feet in addition to a new heating ventilation system. This will also include an expanded commons area for eating and can also be used as additional classroom space. The current school building was erected in 1931 and is a multi-level building that is undersized and outdated for current educational needs. The Esser money that comes available during this round of funding will be used to complete the ventilations/air/hvac systems of the construction project to help mitigate circulation of impure ventilation air. This will have a positive impact on the educational environment for students today and many years into the future as well as provide a safer environment with the new ventilation system installed. This is without doubt an excellent use of the funds to improve Social, Emotional environment for the school district and the students. The total amount of the rebuild, demolition, and remodel project will approximately total \$3,622.316.00. The ESSER funds will greatly help to move this project forward, reduce some of the overall cost and create a better student environment for long-term impacts. The school district in this time also employs the use of UV lighting in classrooms for sanitation, air foggers on an as need basis for sanitation as well as desk cleaning with viral/bacterial disinfectant. The school district also has hired an additional cleaning person in each building to assist mitigation efforts. We attempt to distance students, provide sanitizer in each classroom and entry in the buildings.</p>	
<p>Project #1 An addition/demolition of the Elementary School at the Stickney site for the Corsica-School District. The portion of esser money will be to address the ventilation/hvac system.</p>	<p>\$437,819.00</p>

Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	437,819.00 of \$3,622,316.00 will be ESSER Funds.

- 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>Previous to the ESSER III Funds the school district had purchased age appropriate technology for students that gave each students a technology device allowing them one to one technology to attend class in person or via distance. Corsica-Stickney School also has in place portable cameras for staff to use in connection with zoom to continue classes whether ill or not and continue to deliver education coursework in the building or outside the building. Students do have computer accessibility in their homes or it was made available for them. Corsica-Stickney School has put in place technology components to continue to deliver education for a variety of situations involving COVID and other situations if we cannot be in our regular classroom environment. In the Spring of 2020 when schools were shut down for the remainder of the school year Corsica-Stickney School did deliver course content utilizing the existing technology. We feel we have put in place educational tools to give students adequate educational opportunities under several hardships including COVID. We intend to use the amount set aside for learning we will use to hire a part time academic coach/tutor to assist students if the need is shown. If we need to support students more than this determination we will utilize additional esser funds for this area or other funds available to support students academically or emotionally. Through public/open forums at public school board meetings it was determined that providing a better distanced classrooms would be one of the best mitigation systems we could address as most all classrooms were crowded and needed additional room for present and future potential mitigation situations. Additionally the HVAC/Air system will provide an important mitigation improvement.</p>	

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
 - a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - b. Students who did not participate or participated inconsistently in remote instruction
 - c. Students most at risk of dropping out of school.

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

Narrative
<p>Overview</p> <p>Students who missed in person instruction/were at risk of dropping out/or who did not perform well under the distance learning situation were given the opportunity to come in for 2-3 weeks of the 19-20 school year to work one on one with a staff member to catch up on confusing details. So while the vast majority of students were able to successfully continue their education we were able to bring students in in small groups to assist and give them academic, social, emotional support in the academic environment. Corsica-Stickney School provided many learning platforms to assist its students. In the school year 20-21 Corsica-Stickney School did not close due to Covid and while some individuals were absent for quarantine/close contact/illness purposes at various times during the school year. The school continued to deliver classes via technology including video/zoom/you tube lessons. Students were also able to contact instructors in various methods chosen—email, phone, personal conversation, before school, after school, evenings/weekends.</p>
<p>Missed Most In-Person</p> <p>Students were brought in to assist them academically, socially, emotionally to successfully complete their academic school year in the Spring of 19-20 when we were not able to have our regular school setting and we could continue this practice. This practice was done based upon their performance in their classroom as compared to their prior year performance. The goal to maintain their perceived appropriate progress in classes given by their instructors/administrators.</p>
<p>Did Not Participate in Remote Instruction</p> <p>Students were brought in to assist them academically, socially, emotionally to successfully complete their academic school year in the Spring of 19-20 when we were not able to have our regular school setting and we could continue this practice. The school based this approach upon teacher reports to administrators. The administrators made contacts with parents/guardians to set up instructional times. Sometimes one-on-one sessions, sometimes group sessions for instruction delivered by teachers/administrators to satisfactorily complete the expected coursework to keep students on academic pace. We will continue this practice if the situation presents itself.</p>

<p>At Risk for Dropping Out Students were brought in to assist them academically, socially, emotionally to successfully complete their academic school year so they could graduate in the Spring of 19-20 and move on to their next level of academics/career when we were not able to have our regular school setting and we could continue this practice. We continue to personalize the student education for at risk students. At risk students identified by students/counselors/staff are counseled by staff, administration, counselors to work on skills needed for each individual student. We address their social, emotional, academic levels and provide academic opportunities as well as internships to assist these students in acquiring the skills to successfully complete school.</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</p> <p>The Corsica-Stickney School’s Return to Learn Plan has been revised several times in conjunction with comment from parents/students/teachers/administration/public since the Fall of 2020. The School District will continue to allow public comment input at regular school board meetings going forward for the immediate upcoming years of 2020-2024 that will include commentary on the ARP-ESSER Plan in addition to the Return to Learn Plan. While not everyone always agrees during the past year it is known to be priority one to make a best attempt to keep students in school in a regular routine with regular activities and to provide students/staff with the best mitigated solutions for the each respective community. This goal of in school with mitigation supports students the best academically, emotionally and socially. Priority two is to continue to deliver an excellent educational learning opportunity to students in whatever environment we are forced into and for however long that situation presents itself. Priority three is to make available technology tools to assist in the education structure to create a fluid move from in person to distance and back to in person education again. The public can reach out to any administrator/school board member at any time to suggest/comment.</p>
<p>Students</p> <p>Our Goal is to Give students an in person learning experience with their instructor and allow them to have as much normalcy as possible in their school environment supporting them socially/academically/emotionally through multiple methods of mitigation now and to continue into the future for all students. This may be through in school resources or other entities brought in including our educational cooperative that is attempting to broaden their academic/social service for students/staff.</p>
<p>Families</p> <p>Support families relieving them of educational responsibility of instruction by keeping students with instructors for as much structured time as possible and provide necessary</p>

<p>academic support as needed. We believe we have the staff available and have hired additionally to support</p>
<p>School and district administrators (including special education administrators) School and district administrators must supply tools to staff and create a supportive learning environment for teacher/staff and students/parents.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions Employees need a supportive environment that demonstrates care for them as well as the students/families. Managing stress for all is important.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) Corsica-Stickney School works appropriately with all groups as is necessary.</p>
<p>Civil rights organizations (including disability rights organizations), as applicable Corsica-Stickney School works appropriately with all groups as is necessary. This includes organizations that assist our students/staff. It is a priority to serve all students so they get their appropriate educational opportunities.</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 The Corsica-Stickney School works closely with these families individually and their students to make sure the needs of all groups and all students are dealt with appropriately. We have a person who is in contact with these families and serves as a liaison for proper communication flow.</p>
<p>The public The public is afforded the opportunity to speak publicly at the regular school board meetings during the public forum. They also can contact the administration via phone, email or personal visit. The school maintains a Covid Web-page with many resources of information on it from the school, state, CDC. We also communicate with families via our phone messaging service and provide information as the opportunity to respond if they desire. Comments can be directed to Scott Muckey: emailed to scott.muckey@k12.sd.us call 605-946 5475</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.