

**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: Meade 46-1	Total ARP ESSER Funding Available: 3,954,702
Date of School Board Plan Approval: 8-16-21	Budgeted to Date: 3,853,089.00
ARP ESSER School District Plan URL: www.meade.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$1,028,089.00

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 The district has and will continue to use district and other federal funds to provide for PPE and other mitigation strategies. The district has contracted with the bus company for the addition of a bus route for overcrowding, bus cleaning and sanitation, and additional revenue has been provided for the hiring and retention of bus drivers.</p>	
<p>Equipment and/or Supplies</p>	NA
<p>Additional FTE</p>	NA
<p>Other Priorities Not Outlined Above The district has contracted with the bus company for the addition of a bus route for overcrowding, bus cleaning and sanitation, and additional revenue has been provided for the hiring and retention of bus drivers.</p>	\$75,000.00
<p>Total Approximate Budget for Mitigation Strategies</p>	\$75,000.00

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 The district has prioritized strategies to address the academic impact of loss of instructional time and the COVID related impact on student learning.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Using the results of NWEA, Smarter Balance, SD Assessment, teacher evaluations and counselor recommendations, the district has identified areas of concern and addressed the areas with additional staffing and support. The district is utilizing AIM HI Education Programs (Susan Fitzell) and J. Casas and</p>	\$22,000.00

Associates (Jimmy Casas) to provide professional development for differential instruction specifically relating to learning loss from COVID-19.	
Opportunities for Extended Learning (eg., summer school, afterschool) The district has extended summer school opportunities and added more locations for summer school. In addition, the district is providing for credit recovery and online learning opportunities through Black Hills Online Learning.	\$180,000
Equipment and/or Supplies	NA
Additional FTE Sturgis Elementary – Certified instructional coach to assist with high needs students. Piedmont Valley Elementary – Instructional coach to assist with all students in need of remediation. Stagebarn Middle School – 2 additional FTE to help reduce the student teacher ratio. Sturgis Brown High School – 2 additional FTE (1 for the academy for credit recovery and 1 additional math for remediation and class size reduction). Mental Health – 2 additional counselors to provide for more mental health counseling assistance, help identify students in need of additional assistance and to place students in additional programs.	\$560,667.00 \$265,422.00
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$1,028,089.00

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	Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular education and special education will participate in the trainings providing all students in the district with improved teaching strategies. We have increased the length and availability for summer school to	Two additional full-time counselors have been added to the FTE for the Meade School District. The counselors will provide additional counseling to all students in the district to help with the social and emotional consequences of COVID-19. In addition to additional counseling, the counselors will help identify students in need of additional services.

	<p>include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation.</p> <p>Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p> <p>A full-time FTE has been added to Sturgis Brown High School – Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller class size, remediation, credit recovery and special needs students.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race,</p>	<p>The needs of all students in the district are being addressed with the Back-to-School Plan and the ARP ESSER Plan. If students are identified as in need of additional services related to the social, emotional and mental health needs the additional counselors will provide assistance both in school and outside of the school day.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>
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	<p>national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>Students from low income families</p>	<p>The district employs a full-time social worker to help identify students in need of additional service. In addition, the district uses free and reduced rates to provide additional programming for student of low-income families.</p> <p>Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular education and special education will participate in the trainings providing all students in the district with improved teaching strategies.</p> <p>We have increased the length of availability for summer school to include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation.</p> <p>Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p> <p>A full-time FTE has been added to Sturgis Brown High School –</p>	<p>Two additional counselors will work with our social worker to help identify students from low-income families in need of additional counseling and programming both inside and outside of the school day.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>

	<p>Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller class size, remediation, credit recovery and special needs students.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>Students of color</p>	<p>The needs of all students in the district are being addressed with the Back-to-School Plan and the ARP ESSER Plan. If students of color are identified in need of additional academic resources, those resources will be prioritized.</p>	<p>If students of color are identified in need of additional academic resources, those resources will be prioritized. Additional FTE will help identify students of color that are in need of additional resources. Counselors will provide assistance both in school and outside of the school day.</p>

	<p>Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular education and special education will participate in the trainings providing all students in the district with improved teaching strategies.</p> <p>We have increased the length of availability for summer school to include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation.</p> <p>Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p> <p>A full-time FTE has been added to Sturgis Brown High School – Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller class size, remediation, credit recovery and special needs students.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling</p>	<p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>
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	<p>and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>English learners</p>	<p>We have very few students in the district identified as ELL. Our Special Services Director and Assistant Director work with the Principals and our ELL Coordinator to identify ELL students and provide the necessary resources for all ELL students.</p> <p>Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular education and special education will participate in the trainings providing all students in the district with improved teaching strategies.</p> <p>We have increased the length of availability for summer school to include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation.</p>	<p>We have very few students in the district identified as ELL. Our Special Services Director and Assistant Director work with the Principals and our ELL Coordinator to identify ELL students and provide the necessary resources for all ELL students. If students in the district are identified as ELL, additional services related to the social, emotional and mental health needs, counselors will provide assistance both in school and outside of the school day.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were</p>

	<p>Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p> <p>A full-time FTE has been added to Sturgis Brown High School – Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller class size, remediation, credit recovery and special needs students.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were</p>	<p>unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>
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	<p>unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>Children with disabilities</p>	<p>The Meade School District employs a Special Services Director and Assistant Special Services Director, who is also in charge of the 504 Program. All students who have been identified in the district in need of additional services are receiving services. COVID funding is providing additional FTE to provide services for high need students. Additional counseling personnel will provide social, emotional and mental health counseling plus help identify students that need additional counseling services.</p> <p>Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular education and special education will participate in the trainings providing all students in the district with improved teaching strategies.</p> <p>We have increased the length of availability for summer school to include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation. Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p>	<p>The Meade School District employs a Special Services Director and Assistant Special Services Director, who is also in charge of the 504 Program. All students who have been identified in the district in need of additional services are receiving services. COVID funding is providing additional FTE to provide services for high need students. Additional counseling personnel will provide social, emotional and mental health counseling plus help identify students that need additional counseling services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>

	<p>A full-time FTE has been added to Sturgis Brown High School – Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller class size, remediation, credit recovery and special needs students.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>Students experiencing homelessness</p>	<p>We have very few identified students experiencing homelessness. Additional FTE and additional counseling will help identify students who may qualify for homeless benefits. The district employs a full-time social worker</p>	<p>We have very few identified students experiencing homelessness. Additional FTE and additional counseling will help identify students who may qualify for homeless benefits. The district employs a full-time social worker that helps identify and provide services for</p>

	<p>that helps identify and provide services for homeless students both in the school and outside the school setting. Once homeless students have been identified, the district will provide the appropriate resources.</p> <p>Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular education and special education will participate in the trainings providing all students in the district with improved teaching strategies.</p> <p>We have increased the length of availability for summer school to include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation.</p> <p>Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p> <p>A full-time FTE has been added to Sturgis Brown High School – Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller</p>	<p>homeless students both in the school and outside the school setting. Once homeless students have been identified, the district will provide the appropriate resources.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>
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	<p>class size, remediation, credit recovery and special needs students.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>Children in foster care</p>	<p>We have very few identified students in foster care. Additional FTE and additional counseling will help identify those students. The district employs a full-time social worker that helps identify and provide services for foster care students both in the school and outside the school setting. Once foster care students have been identified, the district will provide the appropriate resources. Additional counselors will help identify and provide services for foster care student both in the school and outside the school setting.</p> <p>Staff Development Activities will address differential learning as it relates to COVID-19 and learning loss. All district teachers, both regular</p>	<p>We have very few identified students in foster care. Additional FTE and additional counseling will help identify those students. The district employs a full-time social worker that helps identify and provide services for foster care students both in the school and outside the school setting. Once foster care students have been identified, the district will provide the appropriate resources. Additional counselors will help identify and provide services for foster care student both in the school and outside the school setting.</p>

	<p>education and special education will participate in the trainings providing all students in the district with improved teaching strategies. We have increased the length of availability for summer school to include all locations within the district. Summer school in K-8 is designed for skill recovery and emerging skills. Summer school in the high school is focused on credit recovery and graduation.</p> <p>Students in the district have access to remote learning. Students are encouraged to be in school with face-to-face instruction but may apply for remote learning based on special circumstance and medical conditions. Remote learning at the high school is also used for credit recovery to improve student retention and graduation rates.</p> <p>Additional staffing has been added to all instructional levels. The staffing will provide for smaller class size, remediation, credit recovery and special needs students.</p> <p>A full-time FTE has been added to Sturgis Brown High School – Academy. The Academy is designed for credit recovery and improved graduation rates for all students. The additional FTE is critical for students that were not engaged and fell behind as a result of COVID-19.</p> <p>Additional mental health staff has been added throughout the district. Mental health personal will provide additional counseling and help identify students in need of additional services.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and</p>	<p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>
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	<p>other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	
<p>Migratory students</p>	<p>We have very few identified migratory students. Additional FTE and additional counseling will help identify migrant students. The district employs a full-time social worker that helps identify and provide services for migratory students both in the school and outside the school setting. Once migratory students have been identified, the district will provide the appropriate resources.</p>	<p>We have very few identified migratory students. Additional FTE and additional counseling will help identify migrant students. The district employs a full-time social worker that helps identify and provide services for migratory students both in the school and outside the school setting. Once migratory students have been identified, the district will provide the appropriate resources.</p> <p>All students in the district have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Meade School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non discrimination are posted in the buildings as well as in policy on our district web page.</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
<p>Overview The district is still working on professional development activities and additional academic supports. Student well-being is being addressed in the learning loss section and workforce challenges are being addressed with local dollars.</p>	
<p>Academic Supports Still developing</p>	NA
<p>Educator Professional Development Still developing</p>	NA
<p>Interventions that Address Student Well-Being 2 additional counselors have been added for the next two years to help address student well-being. The area was addressed in the learning loss section.</p>	NA
<p>Strategies to Address Workforce Challenges Addressed through local effort</p>	NA
<p>Other Priorities Not Outlined Above</p>	NA
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	NA

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 The district is planning for a \$5,500,000 addition to Piedmont Valley Elementary School to address the over-crowding and the population growth in that part of the district. The district will use a combination of ESSER 3 funds and local dollars to pay for the project.</p>	
<p>Project #1</p>	\$2,750,000

The proposed project will add 8 additional classrooms on to Piedmont Valley Elementary School to address the growth in the district. The rapid growth in the Piedmont area will create a very difficult environment to provide the new standard classroom for social distancing and help mitigate the spread of contagious virus's like COVID-19.	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$2,750,000

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

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>95% of the students attended in person instruction during the 20-21 school year. We hired additional staff to help monitor and engage those students that chose a remote learning option. If students fell behind with their remote learning, they were given additional assistance and were encouraged and eventually required to return back to in person instruction. We had students that were impacted with COVID and with required quarantine. Teachers, counselors and administrators worked hard to make sure students got caught up and were given extra time when necessary.</p>
<p>Missed Most In-Person</p> <p>The Meade School District waived the attendance policy and encouraged students to stay home if they were not feeling well. Our overall attendance was down from prior years. Students were given extra time and assistance to complete assignments but were held</p>

<p>accountable for missed work. An additional instructor has been employed at the Academy for the 21-22 school year to assist students most at risk of dropping out. Our Academy attendance and success rate did not drop during the 20-21 school year.</p>
<p>Did Not Participate in Remote Instruction. The Meade School District used Black Hills On-Line Learning to provide students with a virtual opportunity.</p>
<p>At Risk for Dropping Out We added to the staff at the Academy and are addressing potential dropouts through the program.</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 Meade School District will continue to communicate with all stake holders in the district. The district has and will continue to share information and request input from the community. All School Board meetings were broadcast on Zoom with an opportunity for public-input, weekly COVID Dashboard was in place for 20-21 and will be in place for 21-22, school notification systems were and will continue to be in place and an updated website home page and Facebook presence has improved communication.</p> <p>The priorities of our community were and continue to be to face to face instruction with appropriate mitigation strategies, continued academic achievement and to use the ESSER funds wisely to improve the district and ensure that all students succeed.</p>
<p>Students All schools have and will continue to have student councils and advisory groups. Student input will be solicited and used.</p>
<p>Families The district will continue to survey parents and to gather information. Information will be shared at school board meetings, parent meetings, district and school webpages and newsletters.</p>
<p>School and district administrators (including special education administrators) Administration and leadership meetings are scheduled monthly and as needed. COVID impact and ESSER funding will be on each agenda.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions Administration will discuss any needs at staff meetings, and schedule staff development days through the teacher advisory council.</p>

<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>The Meade School District will be accommodating and transparent to any organization that wishes to share input on ARP/ESSER funding and how money can best be used to help students within the district. Individuals and organizations are encouraged to meet with the superintendent.</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>The Meade School District will be accommodating and transparent to any organization that wishes to share input on the use of ARP/ESSER funding. The district will work closely with the special services department within the district to ensure all student needs are being met and parents are informed.</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 district has an outstanding special services department that addresses the needs of all students. Parents can communicate with the special services department and the department will send information to the parents on a regular basis. There is also a full-time social worker that communicates with parents that are in need of additional services.</p>
<p>The public</p> <p>The public will be informed through board meetings, social meeting, newspaper and the website. The public will be encouraged to communicate with the superintendent or any of the administrative team.</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.