



2022-2023 New Underwood School District 51-3 ARP ESSER LEA Plan

Plan Review Dates

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)

Last Updated December 2022

*Changes to this plan may occur based on updated guidelines from national, state and local health officials. Questions concerning the contents of this plan should be directed to Mrs. Katie R. Albers, Superintendent of New Underwood Schools at Katie.Albers@k12.sd.us or (605) 754-6485.

School District: New Underwood School District 51-3	Total ARP ESSER Funding Available: \$511,734.00
Date of School Board Plan Approval: 8/18/2021	Budgeted to Date: \$229,346.80
ARP ESSER School District Plan URL: https://www.newunderwood.k12.sd.us/site/default.aspx?DomainID=102	Amount Set Aside for Lost Instructional Time: \$102,346.80

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview NUSD 51-3 will provide a safe, clean learning environment for students regarding all aspects of learning, but specifically combatting the spread of infectious diseases. We explicitly teach respiratory etiquette, provide COVID testing options, employ ways to improve ventilation, the instructional plan includes incremental plans (based on community spread) that encourage personal responsibility in masking, social distancing, hand washing, staying home when ill, isolation and quarantine instructions. Contact tracing is a part of the plan as well. We have purchased and employed (with training) a variety of sanitization tools in our cleaning endeavors.	
Equipment and/or Supplies Sanitizing Wipes Foggers Hand Sanitizer Masks for staff, students and patrons Disinfectants Floor Cleaning Tools Social Distancing Signage Respiratory and hand hygiene signage PPE	\$20,000
Additional FTE Additional part time custodian	\$25,000

Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	\$45,000

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education’s FAQ](#) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p> <p>The pandemic undoubtedly caused gaps in education for some students. The abruptness in cancellation of in person instruction and the increased numbers of unengaged students will have a lasting impact on students for years to come. In efforts to address the academic impact on lost instructional time, we have taken the following steps:</p> <ul style="list-style-type: none"> - Adopted new math curriculum and training (K-12) - Adopted new ELA curriculum and training (K-12) - Hired an interventionist at the middle school level - Increased intervention support at the elementary level with paraprofessionals - Employed screeners and testing as preemptive measures to identify students with learning loss - Purchased new intervention resources for K-5 (Fountas and Pinnell) - Spent professional development time specifically analyzing data for gap students and then making plans for them to catch up - Friday School and After-School Tutor Time - Student tutors (through NUHS National Honor Society) - Title I Nights - Increased parent/guardian contact from classroom and district means (Dojo, Remind, Parent Portal, School Messenger, etc.) - Quarterly and mid-term progress reports - Districtwide employment of Google Classroom - Planbook for lesson storage and alignment 	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <ul style="list-style-type: none"> - IXL in the K-5 grades - Big Ideas Math K-12 (Assessments) - HMH ELA Curriculum K-5, 9-12 (Assessments) - Amplify ELA Curriculum 6-8 (Assessments) - Fountas & Pinnell Intervention 	\$40,000

<ul style="list-style-type: none"> - Assessment of and updating district pacing guides - NWEA Assessments - Classroom Screeners and Assessments - Tiger Time – Guided Study Hall with small group and teacher support - State assessments 	
Opportunities for Extended Learning (eg., summer school, afterschool) <ul style="list-style-type: none"> - We have a Friday School (NUSD 51-3 is a four day school week) program for students who are falling behind academically - For 2021-22 an after school intervention program is in the works as well for grades 6-12 - We also offer Title I summer school as well as SPED summer school. 	\$15,000
Equipment and/or Supplies	
Additional FTE MS Intervention Paraprofessional Support (K-5) Additional pay for teachers who provide Friday and After School Support	\$102,346.80
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$157,346.80

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>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education,</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to</p>

	<p>OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Data gathered from NWEA, daily course work and parent conferences (for those struggling) indicated the need for more academic support at the middle school level. A part time interventionist was hired to address the needs of middle school students.</p> <p>Additional paraprofessional support was hired at the elementary level to assist students and teachers based on the uptick of students showing a need through classroom assessments, NWEA and teacher observations/data collecting.</p> <p>Friday School, Tiger Time and After School interventions are established and available to assists ALL students. Students may attend voluntarily or be assigned based on academic performance.</p>	<p>identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>Our social/emotional/behavioral services are available to all students regardless of income, color, language, disability, or living status.</p> <p>At the elementary level, bi-weekly visits to the classrooms are made with special focus on social/emotional issues with students.</p> <p>We have seen an increase in counselling referrals for all students and thus have gone from having no school counselor to contracting with BMS to provide one to our students.</p>
<p>Students from low income families</p>	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p>

	<p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>We employ current processes (free & reduced applications) to determine eligibility for certain programming.</p> <p>There is not a disproportional number of students in this category requiring services for academics.</p>	<p>Our social/emotional/behavioral services are available to all students regardless of income, color, language, disability, or living status.</p> <p>Students from low income families are afforded access to counselling at a low/reduced/free cost in the event they qualify for cost-reducing or excusing programs through BMS.</p> <p>We have not seen a disproportional number of students requiring/requesting services.</p>
<p>Students of color</p>	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>If there are certain programs available (depending on ethnicity) to certain groups of students, assistance with accessing those programs is given by the appropriate school personnel.</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>Our social/emotional/behavioral services are available to all students regardless of income, color, language, disability, or living status.</p> <p>In the event a resource is available to a student belonging to a particular ethnicity, school staff (including the principal and/or student advisor) will assist in obtaining those services.</p> <p>There is not a disproportional number of students of color requiring services in this category.</p>

	<p>There is not a disproportional number of students of color indicating the need for assistance in this category.</p>	
English learners	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>There is no data to support that this category of student has been adversely impacted as we have not had students that qualify until 2021-22.</p> <p>We have an on-site ESL teacher to support students in ELL.</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>Our social/emotional/behavioral services are available to all students regardless of income, color, language, disability, or living status.</p> <p>We have not served students requiring ESL services consistently, but provide supports for them when we have students in this category in attendance.</p> <p>There is no data to support that this category of student has been adversely impacted as we have not had students that qualify until this year.</p> <p>We have an onsite ESL teacher with access to resources for ELL students.</p>
Children with disabilities	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p>

	<p>data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>We do our best to serve all students in the district and assess learning frequently to make appropriate decisions regarding interventions, referrals and placement.</p> <p>During the pandemic and stemming from the pandemic, extra efforts have been made to ensure that students with disabilities and with special needs have been adequately served. There is no data to indicate that this category was disproportionately impacted in comparison to other groups.</p>	<p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>Our social/emotional/behavioral services are available to all students regardless of income, color, language, disability, or living status.</p> <p>Students in special education are evaluated according to their unique learning needs and are provided for regarding their specific social/emotional/behavioral needs.</p> <p>In the event that a need arises, meetings are held and if needed, amendments are made to the IEP.</p>
<p>Students experiencing homelessness</p>	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>Our social/emotional/behavioral services are available to all students</p>

	<p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>When the determination is made that a student is experiencing homelessness, the homeless coordinator gets students and families access to community resources and appropriate services.</p> <p>We do not currently have data to indicate that this group is inadvertently impacted. We provided services as needed.</p>	<p>regardless of income, color, language, disability, or living status.</p> <p>Students experiencing homelessness are provided for through the homeless coordinator if it is determined that services are warranted through examination of previous school records, communication with parents/guardians and classroom performance/observation.</p> <p>There is no data to indicate that this group is inadvertently impacted. No students currently attend</p>
<p>Children in foster care</p>	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>Communication with foster families and case managers is frequent so that transitions are as seamless as possible and the needs of students are met.</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>Our social/emotional/behavioral services are available to all students regardless of income, color, language, disability, or living status.</p> <p>Students experiencing homelessness are provided for through the homeless coordinator if it is determined that services are warranted through examination of previous school records, communication with parents/guardians and classroom performance/observation.</p>

	There is no data to support that this population of students were inadvertently impacted. We assess school records and apply local assessments to determine needs.	We work with the students' case manager and foster family to determine the services most suitable to the student.
Migratory students	<p>Students are routinely evaluated both districtwide and, in the classroom, to determine academic needs.</p> <p>Interventions are applied in the classroom and when those are not successful (based on student data/performance) appropriate referrals are made for additional services (ie. Title I, Special Education, OT/PT, Speech, other related services, etc.).</p> <p>Continuing education for classroom strategies.</p> <p>Teacher/HS tutor time assistance.</p> <p>Our academic services are available to all students regardless of income, color, language, disability, or living status.</p> <p>For students classified as migratory, the coordinator at the school works to coordinate resources for students.</p> <p>There is currently no data for this group at our school.</p>	<p>We have a counselor contracted through Behavior Management who works with students.</p> <p>Student needs are addressed as they arise.</p> <p>Teachers and school staff are provided with professional development opportunities to identify and support students social, emotional and mental health needs. (CPI Trauma Training, Suicide Prevention, etc.)</p> <p>For students classified as migratory, the coordinator at the school works to gather resources for the student and his/her family.</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

- 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 NA	
Academic Supports NA	
Educator Professional Development NA	
Interventions that Address Student Well-Being NA	
Strategies to Address Workforce Challenges Our pay scales are assessed regularly and adjustments made to improve staff pay.	\$27,000
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	\$27,000

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 At the present time, our district is committee to determine construction needs utilizing ESSER funds. We anticipate the need to renovate and/or expand to provide additional space but do not have a finished or finalized plan to date.	
Project #1	\$0
Project #2	\$0

Total Approximate Budget for Renovation, Air Quality, and/or Construction	

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
Overview	

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>New Underwood School District 51-3 provided in-person and face to face instruction for students throughout 2020-2021 and plans to continue to do so moving forward. We do not employ a full time virtual option for students. In the event that it is necessary according to our COVID instructional plan to hold classes remotely, each student already has access to a school issued device for remote learning.</p> <p>Our community has local hot spots to accommodate for families without reliable internet.</p> <p>At-risk students are assessed academically through the plan above, and frequent contact and truancy referrals are made according to district policy by administration when necessary.</p>
Missed Most In-Person

NA
Did Not Participate in Remote Instruction
NA
At Risk for Dropping Out
Classroom assessments, interventions and referrals as needed depending on student needs.

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>New Underwood School District distributes periodic surveys concerning many aspects of the school for students, staff and community.</p> <p>Our instructional plan includes our mitigation strategies and was developed by a community committee comprised of medical, school and city personnel as well as community members.</p> <p>There is a district strategic planning committee that meets regularly to discuss the possibility of future expansion, remodel and construction for our district.</p> <p>Our school board also regularly discusses, in public meetings, our plans and intentions for all school district funding including ESSER monies.</p> <p>From these meetings/surveys the three highest priorities that can be ascertained are:</p> <ul style="list-style-type: none"> • Building/Space issues (as well as air quality in the main building) • Student Learning Loss • Professional Development – Both student & staff social/emotional needs
<p>Students</p> <ul style="list-style-type: none"> • Teachers participate in professional development and work time to address student academic needs, social emotional needs and learning gaps. • Schoolwide counselor provided through Behavior Management • Both Student Council and Student Activities Council address student driven ideas and concepts that they see important. They often are consulted about ways to make the school more appealing to students. • Several student summits have taken place as well.
<p>Families</p>

- Increased awareness of parent portal and other means of communication with teachers (DoJo, Remind, etc.)
- Requested participation on committees
- Encouraged engagement with school activities
- Title I parent nights
- Surveys are periodically sent to parents and community members concerning many aspects of the school.

School and district administrators (including special education administrators)

School administrators will continue to include stakeholders in school decisions in an effort to make community minded decisions regarding the education and wellbeing of students and staff.

Constant review of regulations and recommendations regarding best practices.

Arranging for professional development opportunities to enhance staff skills

Teachers, principals, school leaders, other educators, school staff, and their unions

Continual communication to ensure that district, student and community needs are being met.

Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail)

NA

Civil rights organizations (including disability rights organizations), as applicable

The New Underwood School District recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. Potential barriers that can impede equitable access to and participation in these programs include gender, race, national origin, color, disability, and/or age.

Individuals who are members of special populations will be provided with equal access to enrollment and placement in educational programs available to individuals who are not members of special populations, including specific courses, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

Descriptions of the steps the New Underwood School District will employ to overcome these barriers are as follows:

1. Ensuring accessibility of facilities and programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility.
2. Staff Development for teaching students in the least restrictive environment.
3. Providing academic adjustments and modifications in curriculum and instruction.
4. Equipment adaptation to ensure special populations students can use equipment appropriately.

<p>5. Providing related services such as occupational and physical therapy services, transportation, etc., to enhance participation programs.</p> <p>6. Utilizing classroom assistants and tutors to enhance inclusionary practices.</p> <p>7. Teacher Assistance Team for special needs students.</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>NUSD 51-3 will continue to include stakeholders through open communication and providing students and families with access to policies and procedures annually in the student handbook (also online) as well as district policies (in district and online).</p> <p>Committees are developed often to tackle various issues that may arise, and careful consideration is had when constructing committees to ensure all groups are represented and policies are followed.</p>
<p>The public</p> <p>NUSD 51-3 welcomes public input and operates with an open-door policy. The public is encouraged to attend board meetings and reach out to appropriate school departments with comments and concerns.</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.