

**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: Parkston 33-3	Total ARP ESSER Funding Available: \$1,455,052
Date of School Board Plan Approval: August 9th, 2021	Budgeted to Date: \$1,214,826
ARP ESSER School District Plan URL: Safe Return to School Plan: http://parkston.k12.sd.us ARP Plan: http://parkston.k12.sd.us Click on Covid Link for access to plan versions in English and Spanish	Amount Set Aside for Lost Instructional Time: \$471,450

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: Our plan includes the needs to address the impact of the COVID-19 pandemic on all students through the following recurring expenditures.</p> <ul style="list-style-type: none"> -Upgrade of physical plant – HVAC systems -The district will provide Merv-13 air filtration filters for every unit-ventilator in classrooms. -The district will provide hand sanitizers and solution throughout the physical Plant of the district. -Cleaning supplies 	
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> -HVAC retrofit/upgrade of entire physical plant system -Sanitizing devices/sanitizer solution -Cleaning supplies 	<p>\$600,000.00</p> <p>\$10,000.00</p> <p>\$10,000.00</p>
<p>Additional FTE NA</p>	
<p>Other Priorities Not Outlined Above NA</p>	
<p>Total Approximate Budget for Mitigation Strategies NA</p>	<p>\$620,000.00</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: The plan includes the needs to address the impact of the COVID-19 pandemic on all students through the following recurring expenditures aligned with the following evidence based researched practices and programs:</p>	

<p>Summer Reading Academy – Elementary (K-3) extended school year 21-22 through fall of 2024</p> <p>Summer Math Academy – Elementary (K-3) extended school year 21-22 through fall of 2024</p> <p>Afterschool Program – (4-6) extended school day 21-22 through fall of 2024</p> <p>STEM Summer Camp – (7-8) extended school year 21-22 through fall of 2024</p> <p>Credit Recovery – Summer School (9-12) extended school year 21-22 through fall of 2024</p> <p>Add 1.0 FTE for Math/ELA interventionist 21-22 through fall of 2024</p> <p>Add 1.0 FTE for Paraprofessional (ELL/Colony students) 21-22 through fall of 2024</p> <p>Add 1.0 FTE for Class Size Reduction – 21-22 through fall of 2024</p> <p>Add .5 FTE for Math 21-22 school year only</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>Implementation of PBIS – program – PD and outside vendor contract 22-23 school year</p> <p>STAR Reading and Math -21-22 through fall of 2024</p> <p>NWEA – MAPS - 21-22 through fall of 2024</p> <p>IXL - 21-22 through fall of 2024</p>	<p>\$10,000</p> <p>\$7,500</p> <p>\$7,500</p> <p>\$7,500</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>Summer Reading Academy – Elementary (K-3) extended school year 21-24</p> <p>Summer Math Academy – Elementary (K-3) extended school year 21-24</p> <p>Afterschool Program – (grades 4-6) extended school day 21-24</p> <p>STEM Summer Camp – (grades 7-8) extended school year 21-24</p> <p>Credit Recovery – Summer School (grades 9-12) extended school year 21-24</p>	<p>\$13,100</p> <p>\$13,100</p> <p>\$10,000</p> <p>\$13,100</p> <p>\$10,000</p>
<p>Equipment and/or Supplies</p> <p>To assist with the Summer Academies, Afterschool, STEM, and Credit Recovery programs</p>	<p>\$7,500</p>
<p>Additional FTE</p> <p><i>Added 3.5 FTE for Math and Reading Interventionist.</i></p> <p><i>The first 1.0 FTE will be utilized the 21-22 through the 23-24 school years</i></p> <p><i>The second 1.0 FTE will be utilized the 21-22 through the 23-24 school years.</i></p> <p><i>The third 1.0 FTE will be utilized for Class Size Reduction the 21-22 through the 23-24 school years</i></p> <p><i>The .5 FTE will be for 21-22</i></p>	<p>\$160,000</p> <p>\$91,300</p> <p>\$102,000</p> <p>\$31,350</p>
<p>Other Priorities Not Outlined Above</p> <p>NA</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$483,950</p>

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
<p>All students</p>	<p>The interventions outlined in question #2 will help the district respond to the academic needs of all our students regardless of the demographic group they might be associated with. The best practice strategies, software, learning experiences, and programming provided throughout an extended day, or school year over time will help the district address the academic deficits and needs for all identified students due to the continuing Covid-19 pandemic</p>	<p>The following intervention strategies are being planned to help the district respond to this subgroups social, emotional, and mental health needs:</p> <p>Sensory Room – (Elementary) COVID-19 has had an impact on our students’ mental health and social-emotional well-being. The intervention strategy of a sensory room will provide a place for students who are struggling with self-regulating behaviors during the school day to stay in better control their emotional state.</p> <p>Wellness room (K-12)- This intervention strategy will be staffed by the school counseling program to address student issues and concerns as we return to school while the pandemic continues. It is important to provide a safe space for the students and staff to support their social, emotional, and mental needs. This room will have a relaxing atmosphere and will offer options in one on one and small group support options along with a mindfulness approach to support one’s mind, body, and spirit.</p> <p>Professional Development: This intervention strategy will provide opportunities to design programs for (K-12 students and staff) to support SEL and mental health of students. This strategy will support the district in its pursuit of a vendor to help design and support the development of an evidence based SEL program such as; Choose Love or 7 Mindsets. Programs such as these will allow the district to support the social, emotional, mental health of all students. We will provide PD opportunities on the chosen program for our teachers/support staff. The district will continue to collaborate with a behavioral consultant (ABA-Care) who will support the</p>

		<p>behavioral management programs within the classrooms to better serve our students who have emotional disabilities.</p> <p>Increase Lewis and Clark Mental Health Services (K-12). This interventions strategy will allow the district to increase current clinical services for our students who face mental health challenges and need counseling. We plan to consult with the vendor to discuss increasing those opportunities from one day per week to two days per week. The agency currently serves less than ten students, and it is our desire to double that number as a result of an identified need. The expansion of the program will provide ALL students in need with the opportunity to meet with mental health clinician’s weekly or bi-weekly. As a result, a “mental health clinic” on campus will be accessible for ALL.</p>
<p>Students from low income families</p>	<p>The interventions outlined in question #2 will help the district respond to this subgroups needs as we know that these students typically do not have access to extended school day opportunities (after-school), extended school year opportunities (summer reading and math academies), STEM camps and Credit Recovery options due to the economic inequities that impact their family. These strategies will help create such opportunities they otherwise would not have. The best practice strategies, software, learning experiences, and programming provided throughout an extended day, and school year will help the district address the academic deficits for identified students due to the continuing Covid-19 pandemic</p>	<p>All the following intervention strategies are being planned for implementation to help the district respond to this subgroups social, emotional, and mental health needs as we realize students from low income families have limited financial ability that results in very limited access to mental health opportunities and supports.</p> <p>Sensory Room – (Elementary) COVID-19 has had an impact on our students’ mental health and social-emotional well-being. The intervention strategy of a sensory room will provide a place for students who are struggling with self-regulating behaviors during the school day to stay in better control their emotional state.</p> <p>Wellness room (K-12)- This intervention strategy will be staffed by the school counseling program to address student issues and concerns as we return to school while the pandemic continues. It is important to provide a safe space for the students and staff to support their social, emotional, and mental needs. This room will have a relaxing atmosphere and will offer options in one on one and small group support options along with a mindfulness approach to support one’s mind, body, and spirit.</p>

		<p>Professional Development: This intervention strategy will provide opportunities to design programs for (K-12 students and staff) to support SEL and mental health of students. This strategy will support the district in its pursuit of a vendor to help design and support the development of an evidence based SEL program such as; Choose Love or 7 Mindsets. Programs such as these will allow the district to support the social, emotional, mental health of all students. We will provide PD opportunities on the chosen program for our teachers/support staff. The district will continue to collaborate with a behavioral consultant (ABA-Care) who will support the behavioral management programs within the classrooms to better serve our students who have emotional disabilities.</p> <p>Increase Lewis and Clark Mental Health Services (K-12). This interventions strategy will allow the district to increase current clinical services for our students who face mental health challenges and need counseling. We plan to consult with the vendor to discuss increasing those opportunities from one day per week to two days per week. The agency currently serves less than ten students, and it is our desire to double that number as a result of an identified need. The expansion of the program will provide ALL students in need with the opportunity to meet with mental health clinician’s weekly or bi-weekly. As a result, a “mental health clinic” on campus will be accessible for ALL.</p>
<p>Students of color</p>	<p>The interventions outlined in question #2 will help the district respond to this subgroups academic needs as we know racial bias is a known obstacle for extended (school day/year) learning opportunities. A focus on extended and advanced learning experiences, like STEM or a deeper focus on ELA and Math standards are often left untaught. Not only are they students of color they are also students of poverty as well. The best practice strategies, software, learning experiences, and advanced programming provided throughout an extended day, or school year over time will help the district address the academic deficits for</p>	<p>The following intervention strategies are being planned to help the district respond to this subgroups social, emotional, and mental health needs as we know students of color are often associated with several categories that have barriers to overcome for access to social, emotional and mental health opportunities</p> <p>Sensory Room – (Elementary) COVID-19 has had an impact on our students’ mental health and social-emotional well-being. The intervention strategy of a sensory room will provide a place for students who are struggling with self-regulating behaviors during the school day to stay in better control their emotional state.</p>

	<p>identified students due to the continuing Covid-19 pandemic</p>	<p>Wellness room (K-12)- This intervention strategy will be staffed by the school counseling program to address student issues and concerns as we return to school while the pandemic continues. It is important to provide a safe space for the students and staff to support their social, emotional, and mental needs. This room will have a relaxing atmosphere and will offer options in one on one and small group support options along with a mindfulness approach to support one’s mind, body, and spirit.</p> <p>Professional Development: This intervention strategy will provide opportunities to design programs for (K-12 students and staff) to support SEL and mental health of students. This strategy will support the district in its pursuit of a vendor to help design and support the development of an evidence based SEL program such as; Choose Love or 7 Mindsets. Programs such as these will allow the district to support the social, emotional, mental health of all students. We will provide PD opportunities on the chosen program for our teachers/support staff. The district will continue to collaborate with a behavioral consultant (ABA-Care) who will support the behavioral management programs within the classrooms to better serve our students who have emotional disabilities.</p> <p>Increase Lewis and Clark Mental Health Services (K-12). This interventions strategy will allow the district to increase current clinical services for our students who face mental health challenges and need counseling. We plan to consult with the vendor to discuss increasing those opportunities from one day per week to two days per week. The agency currently serves less than ten students, and it is our desire to double that number as a result of an identified need. The expansion of the program will provide ALL students in need with the opportunity to meet with mental health clinician’s weekly or bi-weekly. As a result, a “mental health clinic” on campus will be accessible for ALL.</p>
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<p>English learners</p>	<p>Given the long-standing inequitable outcomes for English learners, including lower high school graduation rates and lack of support for post-secondary enrollment, the interventions outlined in question #2 will help the district respond to this subgroups academic needs by increasing the length of time students will have access to learning experiences in the content areas of reading, math, and science. The best practice strategies especially in the areas of language acquisition, language development software, deeper level math and science learning experiences, and programming provided throughout an extended day, or school year will help the district this subgroup’s academic deficits due to the continuing Covid-19 pandemic</p>	<p>The following intervention strategies are being planned to help the district respond to this subgroups social, emotional, and mental health needs. The ELL subgroup is unique for the Parkston district as they relate to the two Hutterite Colonies the district serves. The colonies, while mostly speak a German dialect, they are bi-lingual. They do not experience some of the language acquisition obstacles that non- English speaking students would. However, we are limited in our intervention strategies due to their nature and religious practices. We will work with the leadership of the two colonies to create a Wellness Room with-in the colony schools and introduce students and staff to the 7 Mindsets – SEL curriculum and program.</p>
<p>Children with disabilities</p>	<p>The interventions outlined in question #2 will help the district respond to this often forgotten and underrepresented subgroup’s academic need by creating extended school day, school year, and credit recovery opportunities for more students with disabilities. The diagnosed disability for many involves their difficulty to comprehend, compute, and understand ELA and Math concepts and content. Staff will have more opportunities to create and engage students best practice strategies, software, learning experiences, and programming that is tailored to students with disabilities to address their academic deficits and needs further exacerbated by the continuing Covid-19 pandemic</p>	<p>All the following intervention strategies are being planned for implementation to help the district respond to this subgroups social, emotional, and mental health needs as we realize students and families having Children with Disabilities access to social, emotional, and mental health opportunities and supports becomes a complex concept due to student’s diagnosis of a learning disability.</p> <p>Sensory Room – (Elementary) COVID-19 has had an impact on students with disabilities overall mental health and social-emotional well-being as it has created more obstacles and may have exacerbated their disability and inhibits their ability to learn due to their diagnosis. The intervention strategy of a sensory room will provide a place for students with disabilities who are struggling with self-regulating behaviors during the school day to stay in better control of their emotional state.</p> <p>Professional Development: This intervention strategy will provide opportunities to design programs for (K-12 students and staff) to support SEL and mental health of students. This strategy will support the district in its pursuit of a vendor to help design and support the development of an evidence based SEL program such as; Choose Love or 7 Mindsets. Programs such as these will allow the district to support the social,</p>

		<p>emotional, mental health of all students. We will provide PD opportunities on the chosen program for our teachers/support staff. The district will continue to collaborate with a behavioral consultant (ABA-Care) who will support the behavioral management programs within the classrooms to better serve our students who have emotional disabilities.</p> <p>Increase Lewis and Clark Mental Health Services (K-12). This interventions strategy will allow the district to increase current clinical services for our students who face mental health challenges and need counseling. We plan to consult with the vendor to discuss increasing those opportunities from one day per week to two days per week. The agency currently serves less than ten students, and it is our desire to double that number as a result of an identified need. The expansion of the program will provide ALL students in need with the opportunity to meet with mental health clinician’s weekly or bi-weekly. As a result, a “mental health clinic” on campus will be accessible for ALL.</p>
<p>Students experiencing homelessness</p>	<p>The interventions outlined in question #2 will help the district respond to this subgroup’s needs by providing a cleaner and safer learning environment where students and their caregivers basic needs of food, clothing, and shelter will be met and provided for on a more consistent basis by committed and caring adults due to the extended school day and year. Student’s in this subgroup have been adversely impacted due to economic difficulties experienced by families due to the continuing Covid-19 pandemic</p>	<p>The following intervention strategies are being planned for implementation to help the district respond to this subgroups social, emotional, and mental health needs as we realize students and families experiencing homelessness have little to no access to social, emotional, and mental health opportunities and supports becomes a complex concept due to the insecurities associated with an inconsistent setting to return to on a daily basis. The interventions can assist students cope with the anxiety and insecurities associated with homelessness</p> <p>Sensory Room – (Elementary) COVID-19 has had an impact on our students’ mental health and social-emotional well-being. The intervention strategy of a sensory room will provide a place for students who are struggling with self-regulating behaviors during the school day to stay in better control their emotional state.</p> <p>Wellness room (K-12)- This intervention strategy will be staffed by the school counseling program to address student</p>

		<p>issues and concerns as we return to school while the pandemic continues. It is important to provide a safe space for the students and staff to support their social, emotional, and mental needs. This room will have a relaxing atmosphere and will offer options in one on one and small group support options along with a mindfulness approach to support one's mind, body, and spirit.</p> <p>Professional Development: This intervention strategy will provide opportunities to design programs for (K-12 students and staff) to support SEL and mental health of students. This strategy will support the district in its pursuit of a vendor to help design and support the development of an evidence based SEL program such as; Choose Love or 7 Mindsets. Programs such as these will allow the district to support the social, emotional, mental health of all students. We will provide PD opportunities on the chosen program for our teachers/support staff. The district will continue to collaborate with a behavioral consultant (ABA-Care) who will support the behavioral management programs within the classrooms to better serve our students who have emotional disabilities.</p> <p>Increase Lewis and Clark Mental Health Services (K-12). This interventions strategy will allow the district to increase current clinical services for our students who face mental health challenges and need counseling. We plan to consult with the vendor to discuss increasing those opportunities from one day per week to two days per week. The agency currently serves less than ten students, and it is our desire to double that number as a result of an identified need. The expansion of the program will provide ALL students in need with the opportunity to meet with mental health clinician's weekly or bi-weekly. As a result, a "mental health clinic" on campus will be accessible for ALL.</p>
<p>Children in foster care</p>	<p>The interventions outlined in question #2 will help the district respond to students and their caregivers identified as members of this subgroups academic needs by collaborating with the private foster care facility within the district. The</p>	<p>The following intervention strategies are being planned for implementation to help the district respond to this subgroups social, emotional, and mental health needs as we realize students placed in foster care often have mandated supports to help address the</p>

	<p>interventions will help identify and encourage more of those students who typically have limited opportunities due to their foster care designation and setting to participate in the extended learning experiences, and ELA/Math programming.</p>	<p>ramifications of being placed in a foster setting. These increased opportunities for access to social, emotional, and mental health would ensure students of foster care are getting their needs met. The interventions can assist these students cope with the anxiety, insecurities. And ramifications associated with being placed in foster care.</p> <p>Sensory Room – (Elementary) COVID-19 has had an impact on our students’ mental health and social-emotional well-being. The intervention strategy of a sensory room will provide a place for students who are struggling with self-regulating behaviors during the school day to stay in better control their emotional state.</p> <p>Wellness room (K-12)- This intervention strategy will be staffed by the school counseling program to address student issues and concerns as we return to school while the pandemic continues. It is important to provide a safe space for the students and staff to support their social, emotional, and mental needs. This room will have a relaxing atmosphere and will offer options in one on one and small group support options along with a mindfulness approach to support one’s mind, body, and spirit.</p> <p>Professional Development: This intervention strategy will provide opportunities to design programs for (K-12 students and staff) to support SEL and mental health of students. This strategy will support the district in its pursuit of a vendor to help design and support the development of an evidence based SEL program such as; Choose Love or 7 Mindsets. Programs such as these will allow the district to support the social, emotional, mental health of all students. We will provide PD opportunities on the chosen program for our teachers/support staff. The district will continue to collaborate with a behavioral consultant (ABA-Care) who will support the behavioral management programs within the classrooms to better serve our students who have emotional disabilities.</p> <p>Increase Lewis and Clark Mental Health Services (K-12). This interventions strategy will allow the</p>
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		district to increase current clinical services for our students who face mental health challenges and need counseling. We plan to consult with the vendor to discuss increasing those opportunities from one day per week to two days per week. The agency currently serves less than ten students, and it is our desire to double that number as a result of an identified need. The expansion of the program will provide ALL students in need with the opportunity to meet with mental health clinician's weekly or bi-weekly. As a result, a "mental health clinic" on campus will be accessible for ALL.
Migratory students	The interventions outlined in question #2 will help the district respond to the unique academic needs of the student's in this subgroup by providing access to extended learning opportunities during the school year and summer by using the Migrant Literacy Net software to better support ELA and Math instruction learning experiences, and programming to address the academic deficits and needs for identified students due to the continuing Covid-19 pandemic	The Parkston School District currently does not have a student population that is representative of Migratory status. However, we believe the following intervention strategies are able to address the district's response to this subgroups social, emotional, and mental health needs. We realize Migratory status students. We realize they obstacles to increased opportunities for access to social, emotional, and mental health would ensure Migratory student's needs are met. The interventions can assist these students cope with the anxiety, insecurities, and ramifications associated with learning the expectations of an American school environment, culture differences, and misunderstanding that exists due to the lack of exposure of all concepts.

**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: We are addressing essential student needs with the ESSER III dollars by allocating the 20% of the dollars prior to using dollars to address learning loss prior to using dollars for construction projects. There are remaining dollars with in the Federal Covid Funding the district has been</p>	

allocated that the district is still exploring and considering how to spend the resources to create learning opportunities for students and staff despite the HVAC upgrade project.	
Academic Supports The Parkston will explore the possibility of implementing a district-wide approach for PBIS. The plan would be to contract with an outside vendor for PD training along with hiring a behavior interventionist to help support students who are unable to self-regulate. This position would be supported with ARP money through December 2024.	\$150,000
Educator Professional Development The Parkston School District will explore the use of outside vendors to help create relevant and purposeful PD experiences that are embedded in teaching with Best Practices throughout the duration of the grant money period.	\$20,000
Interventions that Address Student Well-Being The Parkston School District will research implementing an animal/pet support program. These dollars could help with the purchase, training, and implementation of such a program to enhance student well-being.	\$10,000
Strategies to Address Workforce Challenges The Parkston School District will create a certified teacher recruitment and retention program to address staffing needs that occur with hard to find content area positions throughout the grant money period.	\$20,000
Other Priorities Not Outlined Above Strategies and allocations are yet to be determined.	
Total Approximate Budget for Investments in Other Allowed Activities	\$200,000.00

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: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement is an allowable expenditure. There is significant data that shows air quality plays a significant role in preventing the spread of COVID 19.	
Project #1: The allocation will be used to upgrade the ventilation (HVAC) system and filters – Merv 13 threshold throughout the school. It is well documented that	\$610,000.00

air quality is one of the most effective means to control the virus. This will provide fresh air intake into nearly every classroom. We have already worked with an engineering firm to get preliminary estimates for the full project. The school board will act upon that information in the coming months and hire the firm to draft plans so the district can go out for bids. The plan would be to open bids in the spring of 2022 with all work being completed in the spring and summer of 2022 in preparation for the 22-23 school year and beyond.	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$600,000.00

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

Narrative	Approximate Budget
<p>Overview: We are addressing essential student needs with the ESSER III dollars by allocating the 20% of the dollars to address student learning loss prior to using dollars for construction projects. There are remaining dollars with in the Federal Covid Funding the district has been allocated that the district is still exploring and considering how to spend the resources to create learning opportunities for students and staff despite the HVAC upgrade project.</p> <p>The district will use its own General Fund and Capital Outlay dollar flexibility to ensure that the human resources and programming implemented to address the student needs due to the pandemic are sustained after the Federal ARP funding is no longer available and as long as the district feels student learning loss has not been met.</p>	\$200,000.00

Engaging Students at Risk

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

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

Narrative
<p>Overview</p> <p>The ARP ESSER funds will help administration and staff to identify, reengage, and support all students despite the demographic category with which they are identifying with due to the pandemic. The ARP funds will assist these efforts by providing assessment resources, learning resources, and professional development support to pinpoint the students of concern, assist staff with PD which will then be used to help them create learning experiences that are designed with intention and purpose to meet the students in their learning with the goal of getting them back to grade level in all content.</p>
<p>Missed Most In-Person</p> <p>The district had a 92% face-to face attendance rate during the pandemic. The state as a whole saw a 90% face-to face attendance rate during the pandemic. The district will be intentional with help of district reports in SD STARS to identify those students who missed more than the State identified threshold of concern for days missed at 30 days. The ARP funds will assist the district to identify, engage, and support the identified students by providing assessment resources, learning resources, and professional development support to pinpoint the students of concern, assist staff with PD which will then be used to help them create learning experiences that are designed with intention and purpose to meet the students in their learning with the goal of getting them back to grade level in all content.</p>
<p>Did Not Participate in Remote Instruction</p> <p>The district did not experience a face-to face shut down during the 21-22 pandemic year that forced that district to implement Distance, On-Line, or Remote instruction as a long-term strategy. 98% of the students that were either identified with the virus or as a close contact throughout the school year and were expected and did engage in learning experiences while in isolation and quarantine. The ARP funds will assist the districts efforts to identify, engage, and support the identified students by providing assessment resources, learning resources, and professional development support to pinpoint the students of concern, assist staff with PD which will then be used to help them create learning experiences that are designed with intention and purpose to meet the students in their learning with the goal of getting them back to grade level in all content.</p>
<p>At Risk for Dropping Out</p> <p>The district did not identify one high school student who was at a risk of dropping out due to the pandemic. However, there is less than 5% of the HS population that continue to struggle academic and experience other mitigating factors in their lives that were compounded by the pandemic. The ARP funds will assist the districts efforts to identify, engage, and support the identified students by providing assessment resources, learning resources, and professional development support to pinpoint the students of concern, assist staff with PD which will then be used to help them create learning experiences that are designed with intention and</p>

purpose to meet the students in their learning with the goal of getting them back to grade level in all content.

Stakeholder Consultation:

8. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation:</p> <p>The district created a Back to School Committee that consisted of Certified staff from the district’s three schools. Elementary, Middle, and High School. Administration from those three schools were also on the team. Classified staff was also represented on the committee. Parents were invited and representation was secured from the stakeholder group. Representation from the local health care facility was also sought out and was represented by a Physician Assistant and Nurse.</p> <p>The Back to School ARP Planning Committee was composed of the entire districts administrative team, teachers from every demographic group (Title, Special Education, ELL, and the district’s contracted group home) parents, community members, and medical staff have reviewed the plan components and have determined that the plan meets the charge of a Safe Return to School and a systemic approach (ARP Plan) to address the needs of students due to the experienced learning loss, despite the face-to-face instruction that occurred during the 21-22 pandemic school year. The committee feels strongly that the plan components meet the requirements according to the ARP law. The utilization of ARP funds will allow for us to:</p> <p>Address the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness. The plan outlines strategies to implement evidence-based strategies to meet students’ social, emotional, mental health, and academic needs via evidence-based summer, afterschool, and other extended learning and enrichment programs, and upgrade the physical plant and its ability to provide a safe and healthy environment for students and staff to participate in the learning process. Safely return students to in-person instruction. Maximize in-person instruction time. Operate schools and meet the needs of students to the fullest extent possible.</p>
<p>Students:</p> <p>The district created a Back to School Committee that consisted of Certified staff from the district’s three schools. Elementary, Middle, and High School. Administration and students from the Junior High and High School were also on the team. Student feedback was solicited through the use of a student survey that outlined learning loss opportunities. Students were</p>

asked to priority rank the learning loss options. This was conducted during the student's back to school orientation conducted for students in grades 7-12.

The Back to School ARP Planning Committee was composed of the entire districts administrative team, teachers from every demographic group (Title, Special Education, ELL, and the district's contracted group home) parents, community members, students and medical staff. All have reviewed the plan components and have determined that the plan meets the charge of a Safe Return to School and a systemic approach (ARP Plan) to address the needs of students due to the experienced learning loss, despite the face-to-face instruction that occurred during the 21-22 pandemic school year. The committee feels strongly that the plan components meet the requirements according to the ARP law. The utilization of ARP funds will allow for us to:

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Families:

The district created a Back to School Committee that consisted of Certified staff from the district's three schools. Elementary, Middle, and High School. Administration, students and parents (families) from all three schools were also represented on the team. Parents (families) were invited fill out surveys on the strategies to address learning loss ideas that was then used to help shape and make decisions about the support strategies included in the ARP Plan.

The Back to School ARP Planning Committee was composed of the entire districts administrative team, teachers from every demographic group (Title, Special Education, ELL, and the district's contracted group home) parents (families), community members, students, and medical staff have reviewed the plan components and have determined that the plan meets the charge of a Safe Return to School and a systemic approach (ARP Plan) to address the needs of students due to the experienced learning loss, despite the face-to-face instruction that occurred during the 21-22 pandemic school year. The committee feels strongly that the plan components meet the requirements according to the ARP law. The utilization of ARP funds will allow for us to:

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instruction time. Operate schools and meet the needs of students to the fullest extent possible.

School and district administrators (including special education administrators)

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

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due to the experienced learning loss, despite the face-to-face instruction that occurred during the 21-22 pandemic school year. The committee feels strongly that the plan components meet the requirements according to the ARP law. The utilization of ARP funds will allow for us to:

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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:

NA

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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

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The public

The patrons of the public were given opportunity for public input on the district's ARP plan via the open forum section of the August and all subsequent school board meeting. Open forum during school board meetings is a monthly agenda item. The public is given opportunity for their comments, concerns, and questions to be addressed. The district also encourages district and community patrons to email links: pat.mikkonen@k12.sd.us eric.norden@k12.sd.us adam.fischer@k12.sd.us to express public commentary, questions, or concerns about the ARP plan. This is gleaned weekly for public feedback.

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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.