

**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.

<b>School District:</b> Redfield School District 56-4	<b>Total ARP ESSER Funding Available:</b> 796,990
<b>Date of School Board Plan Approval:</b> 08-09-2021	<b>Budgeted to Date:</b> 0
<b>ARP ESSER School District Plan URL:</b>	<b>Amount Set Aside for Lost Instructional Time:</b> 159,398

## 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
<b>Overview</b> The importance of decreasing time on our school bus routes and increasing social distancing was evident when we started the planning for our safe return to school. Due to the increased requirements for social distancing the school plan on running additional bussing routes for the transportation of students. The additional routes will allow for an increase in social distance and at the same time decrease the amount of time students will be required to be on transportation.  The need for social distancing in confined spaces is a priority with our activities as well. The school district plan to allocate additional funds to the purchase of an activity bus to allow for additional social distancing for our activity events during the school year. During the 2020-2021 school year the district installed ionization units in the air handling units within the school. The units help to sanitize the air in each of the rooms in our school buildings.	
<b>Equipment and/or Supplies</b> The need for an additional bus for school activities to increase social distance set forth by the CDC was evident. The school will purchase an additional activity bus to use for field trips, academic, and athletic activities.	<b>\$175,000.00</b>
<b>Additional FTE</b> 1 route bus driver 1 activity bus driver	<b>\$15,000.00</b> <b>\$10,000.00</b>
<b>Other Priorities Not Outlined Above</b>	
<b>Total Approximate Budget for Mitigation Strategies</b>	<b>\$200,000.00</b>

## 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><b>Overview</b></p> <p>The need for assessment of learning loss, additional instructional time, and additional educators was evident from the data on student performance in our school district. The purchase of BoardDocs, ExactPath, and online curriculum was an emphasize for the district.</p> <p>Board Docs will be utilized by staff in the additional work they do to create online learning content for students who may lose instructional time due to the need to quarantine.</p> <p>Edmentum software is utilized with our NWEA testing to create individualized learning plans for students based on each student's learning loss. The software is evidence based and allows the district to create plans for each student based on their learning loss. Along with the software program the school district has hired a math specialist to help with interventions due to math learning loss in students throughout the school district. The new position of math specialist will help to progress monitor students and create individualized learning plans based on learning loss.</p> <p>The lost instructional time for our at risk and lower achieving students will be achieved through extended learning time by an after school program and summer school. Students who are below grade level will have the opportunity to attend summer school and after school programs during the course of the next three school years.</p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b></p> <p>Exact Path (NWEA)</p> <p>Math curriculum (HMH)</p>	<p>\$ 6,062.50</p> <p>\$50,000.00</p>
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b></p> <p>Summer school</p>	<p>\$30,000.00</p>
<p><b>Equipment and/or Supplies</b></p> <p>Board Docs</p>	<p>\$29,000.00</p>
<p><b>Additional FTE</b></p> <p>1 Math Specialist</p> <p>2 Math Paraprofessionals</p>	<p>\$165,000.00</p> <p>\$168,000.00</p>
<p><b>Other Priorities Not Outlined Above</b></p>	
<p><b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b></p>	<p><b>\$448,062.50</b></p>

### Investments Aligned with Student Needs

- Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.\*

Population	Academic	Social, Emotional, and Mental Health
<b>All students</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.
<b>Students from low income families</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.
<b>Students of color</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.
<b>English learners</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.
<b>Children with disabilities</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.

<b>Students experiencing homelessness</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.
<b>Children in foster care</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.
<b>Migratory students</b>	The Redfield school district has identified needs for additional assistance with math and reading to ensure the students recover from learning loss. All students will have the same opportunity for the interventions based on their Smarter Balance and NWEA scores.	The Redfield school district understands the need for social, emotional, and mental health of our students. All students will be provided with counseling classes to help with coping strategies and identify at risk students.

*\*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
<b>Overview</b> The school district has observed the need to retain 2 counselors within the school district based on the additional emotional and social needs of our students due to the COVID	

pandemic. The need to have both counselors was evident and using them to assist with coping strategies and identifying at risk students is essential in our school district.	
<b>Academic Supports</b>	
<b>Educator Professional Development</b>	
<b>Interventions that Address Student Well-Being</b> Guidance counselor (3 years)	<b>\$156,180.00</b>
<b>Strategies to Address Workforce Challenges</b>	
<b>Other Priorities Not Outlined Above</b>	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$156,180.00</b>

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.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b> N/A	
<b>Project #1</b>	
<b>Project #2</b>	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	

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
<b>Overview</b>	

### 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
<b>Overview</b> The school district has observed the need to retain 2 counselors within the school district based on the additional emotional and social needs of our students due to the COVID pandemic. The need to have both counselors was evident and using them to assist with coping strategies and identifying at risk students is essential.
<b>Missed Most In-Person</b> The school district has reached out to these students to engage them in coming back in person this year. If at any point last year, the online instruction wasn't working we recommended the students came back to school for in person instruction. Students who were online were required to come into Friday school to receive additional help.
<b>Did Not Participate in Remote Instruction</b> N/A
<b>At Risk for Dropping Out</b> The guidance counselor along with the principal have identified these students and are working on alternative plans to get the students back on track to graduate with their cohort.

**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><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>The Redfield School District has been able to seek consultation during the last two school years through multiple surveys of the community members and by providing time for input during school board meetings. The need for measures to be put in place that allowed for social distancing was evident as well as the social and emotional well being of the students. Learning loss was a concern that we had heard on multiple occasions which lead to the need for increasing our instructional time and interventions by providing an additional math specialist within our school district.</p>
<b>Students</b>
<b>Families</b>
<b>School and district administrators (including special education administrators)</b>
<b>Teachers, principals, school leaders, other educators, school staff, and their unions</b>
<b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b>
<b>Civil rights organizations (including disability rights organizations), as applicable</b>
<p><b>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</b></p>
<b>The public</b>

**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.