

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

Public Comment & Reviewed by BOE: 12/11/2023

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund was established in response to the immense challenges facing students, educators, staff, schools, and districts in preparing for and responding to COVID-19. The funds are for a wide array of activities to address diverse needs arising from or exacerbated by the pandemic, or to emerge stronger post-pandemic. This includes responding to students' social, emotional, mental health, and academic needs. Because of the unprecedented, one-time funding available to districts, the South Dakota Department of Education (the department) encourages school districts to invest the funding strategically. Investments should provide sustained benefits to students and positively impact the district long-term.

The below plan must be completed by each public school district receiving funding under the ARP ESSER, developed in concert with stakeholders as detailed below and available for public comment. Districts must submit this plan to the department by Aug. 20, 2021; all funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024.

The ARP ESSER School District Plan Template is based on the U.S. Department of Education (US ED) Interim Final Rules 34 CFR Chapter II, Docket IDED-2021-OESE-0061 from April 22, 2021, the [ARP State Plan](#) issued April 21, 2021 from US ED, and US ED's [Frequently Asked Questions](#) issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

School District: De Smet School District #38-2	Total ARP ESSER Funding Available: \$245,086
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$81,870
ARP ESSER School District Plan URL: https://desmet.k12.sd.us/covid	Amount Set Aside for Lost Instructional Time: \$49,017

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 The De Smet School District used prior ESSER monies on cleaning materials and equipment. The district will use some money from the ARP funding to purchase additional sanitizing materials, including classroom disinfectants and handwashing supplies. We will follow the Centers for Disease Control most up-to-date guidance for reopening and operation of schools. Mitigation strategy guidance issued by SD Department of Education and SD Department of Health will also be followed.	
Equipment and/or Supplies	
Additional FTE NA	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	

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
Overview The De Smet School District implemented a summer school program to provide services for struggling students during the month of June 2021. Students were referred to the program based on assessment results, work samples, and teacher recommendations. Summer school was taught by a highly certified teacher with focus on reading, writing, and math skills. Resources from What Works Clearinghouse, Doing What Works, Library, and the Results First Clearinghouse were used. In addition, an extra teacher was hired for improved instruction for the 4 th and 5 th grade classrooms during the 2021-2022 school year. This will allow smaller class sizes during core content instruction. Research shows that smaller class sizes allows for more customized instruction and improved teacher/student relationships. The 4 th and 5 th	

grade classroom attendances were the most impacted by COVID illnesses, close contact tracing, and quarantine requirements. STAR assessment will allow for students' strengths and weaknesses to be identified. This data will be used to drive instruction and curriculum reviews. New curriculum for a study skills class at the middle school level will engage students in the learning process to fill gaps that were created by COVID. SOAR® Study Skills consistently delivers effective results for students, because the strategies are aligned to the human brain, built on 80/20 principles and are deliberately designed to be student friendly.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) SOAR® Study Skills – research-based curriculum STAR assessment for both reading and math	\$3,370 \$4,500
Opportunities for Extended Learning (eg., summer school, afterschool) Summer school during the month of June for struggling students.	\$5,000
Equipment and/or Supplies	
Additional FTE 1 additional highly qualified teacher at the 4 th /5 th grade level in the elementary.	\$59,000
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$71,870

Investments Aligned with Student Needs

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

Population	Academic	Social, Emotional, and Mental Health
All students	All students in grades K-12 will be monitored for academic strengths and weaknesses to provide strong instruction and academic attainment for all students based on their individual needs. These strategies include: - STAR assessment given three times each year - Curriculum, technology, and software updates to provide a variety of evidence-based strategies	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.

Students from low income families	All students in grades K-12 will be monitored for academic strengths and weaknesses to provide strong instruction and academic attainment for all students based on their individual needs. Certified teachers will be available both before and after school to assist students struggling with English, Social Studies, mathematics, and science. The long-term effects of COVID-19 are yet to be realized. Students from low income families may have a larger impact due to less access to resources, such as technology, meals, and counseling. It is important to provide ample opportunity for student academic support as we head into the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.
Students of color	All students in grades K-12 will be monitored for academic strengths and weaknesses to provide strong instruction and academic attainment for all students based on their individual needs. Certified teachers will be available both before and after school to assist students struggling with English, Social Studies, mathematics, and science. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support as we head into the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.
English learners	All students in grades K-12 will be monitored for academic strengths and weaknesses to provide strong instruction and academic attainment for all students based on their individual needs. There is currently one EL teacher in the district and a second teacher is in the process of becoming certified to provide additional help to English learners at all levels. Certified teachers will be available both before and after school to assist students struggling with English, Social Studies, mathematics, and science. The long-term effects of COVID-19 are yet to be realized.	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.

	It is important to provide ample opportunity for student academic support as we head into the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.	
Children with disabilities	All students in grades K-12 will be monitored for academic strengths and weaknesses to provide strong instruction and academic attainment for all students based on their individual needs. Certified teachers will be available both before and after school to assist students struggling with English, Social Studies, mathematics, and science. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support as we head into the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.
Students experiencing homelessness	At this time, the De Smet School District does not have any students that are classified homeless. Shall the need arise, homeless students will be given the same interventions as provided to those students disproportionately impacted by COVID-19. These students would have access to school including transportation and supplies.	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.
Children in foster care	At this time, the De Smet School District does not have any students that are in foster care. Shall the need arise, homeless students will be given the same interventions as provided to those students disproportionately impacted by COVID-19. These students would have access to school including transportation and supplies.	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as well as providing services for students who face mental health challenges.
Migratory students	At this time, the De Smet School District does not have any students that are classified as migratory students. Shall the need arise, homeless students will be given the same interventions as provided to those students disproportionately impacted by COVID-19. These students	Positive Behavioral Intervention and Supports (PBIS) will be implemented at all levels in the De Smet School District beginning August 2021. Additional professional development opportunities for staff will focus on behavioral management programs as

	would have access to school including transportation and supplies.	well as providing services for students who face mental health challenges.
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**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

4. Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview PBIS employs tiered interventions in relation to student academic, behavioral, and social emotional needs. Research shows that common expectations, shared language, and a consistent message from all staff members improves school culture and student learning.	
Academic Supports N/A	
Educator Professional Development PBIS training stipend for summer team trainings and substitute pay during PBIS professional development during the school year. This is an allowable activity using assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiation instruction.	\$10,000
Interventions that Address Student Well-Being N/A	
Strategies to Address Workforce Challenges N/A	
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	\$10,000

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 The current De Smet School District elementary building is over sixty years old. The poor ventilation in the building needs improvement. Currently, all students are only able to use one set of bathrooms due to outdated and corroded plumbing. The district will use some of the monies from the ARP funding to improve air quality as well as restroom availability.	
Project #1 Improved ventilation will reduce allergens, viruses, bacteria, and other pollutants from the air.	\$49,416
Project #2 New restrooms will allow for improved social distancing, sanitary conditions, and more efficient custodial practices.	\$40,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$89,416

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 Essential student needs (student achievement and the health and well-being of all students and staff) are being met through ESSER III funds as well as district-level funds.	

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	
Overview	NA
Missed Most In-Person	NA
Did Not Participate in Remote Instruction	NA
At Risk for Dropping Out	NA

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	
Overview, including the three highest priority needs that emerged from consultation	A return-to-learn committee was re-established during the summer of 2020. This committee included staff, parents, community members, and medical professionals. The return-to-learn plan was shared with families and posted on the school website. The plan was discussed and improved at monthly school board meetings, which are advertised and open to the public. The committee was re-established during the 2021 summer. Three priority needs for the De Smet School District were identified: 1) In-Person Instruction 2) Social, emotional, and mental health of students 3) Learning gaps due to closure and remote learning
Students	The district analyzed academic data, attendance reports, and behavioral reports in conjunction with developing this plan.
Families	Plans involving ARP and ESSER funds are communicated with families via Remind text messaging system, Facebook, email, and our school webpage. Families are invited to meet with administrators and attend school board meetings regarding any educational concern, including ESSER.
School and district administrators (including special education administrators)	In addition to examining student data, administrative meetings were held to continue developing and examining the issues involving COVID-19. The district's superintendent,

principals, business manager, special educator director, athletic director, and maintenance director were involved in these meetings.
Teachers, principals, school leaders, other educators, school staff, and their unions Communication with school staff revolved around regular staff meetings, in-services, and e-mails. These opportunities were used to determine evidence-based strategies that would best meet the needs of all students.
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 De Smet School District plan will be posted on the school website and discussed monthly at school board meetings.
Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students The De Smet School District plan will be posted on the school website. It will be translated into the home language for all EL students. Stakeholders were invited to participate in committee meetings, school board meetings, and to complete surveys regarding COVID and/or proposed uses of ARP funds.
The public Stakeholders were invited to participate in committee meetings, school board meetings, and to complete surveys regarding COVID and/or proposed uses of ARP funds.

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.