

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

Updated: 01/08/2024

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: Jones County School #37-3</b>	<b>Total ARP ESSER Funding Available: \$535,802</b>
<b>Date of School Board Plan Approval:</b> <b>Reviewed July 12, 2021</b> <b>Approved August 9, 2021, April 11, 2022</b> <b>Approved Jan 8, 2024</b>	<b>Budgeted to Date:</b> <b>\$535,802</b>
<b>ARP ESSER School District Plan URL:</b> <a href="mailto:jonesco@k12.sd.us">jonesco@k12.sd.us</a>	<b>Amount Set Aside for Lost Instructional Time:</b> <b>\$157,959</b>

## 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><b>Overview</b></p> <p>The Jones County School District will use the ARP ESSR funds to implement prevention and mitigation strategies, to the greatest extent practicable, in line with the most recent CDC guidance by regularly washing hands or using hand sanitizer and cleaning surfaces. Cleaning and disinfecting surfaces will help in reducing the risk of infection. Purchasing cleaning products will help in keeping frequently used locations sanitized. The band and choir room is one room that will get frequently sanitized. Mitigation strategies will include the purchase of a larger bus, a 77 passenger seating 71 students to allow students to better space apart. Cleaning supplies will help with reducing of germs being spread. A sink in the Shop/AG classroom will be utilized to encourage frequent handwashing without having to leave the classroom. New flexible seating furniture will help promote physical and mental wellbeing through a variety of environments and making spaces easier to clean. Kindergarten mats will allow for students to keep manipulatives separate from each other. Flexible seating in classrooms will allow for better separation of students. Purchase 10 headphones for kindergarten class so they will not have to share. Purchasing high quality air filters to improve air quality. A power washer will aide in taking rugs outside to wash and sanitize. Carpet tile will help in reducing dust, pollen, and other particles, taking them out of the breathing zone until they can be removed easily by vacuuming. Carpet also works as a sound barrier by blocking sound transmission of foot traffic so students get a quieter, less distracting environment. Two HEPA Filter vacuums to aid in removing particles from the air. Adding two Real Care Baby for Health class will require less touching of same baby between students.</p> <p>Resources:</p> <p><a href="#">Guidance for COVID-19 Prevention in K-12 Schools webpage</a></p> <p><a href="#">Return to School Roadmap webpage</a></p>	
<p><b>Equipment and/or Supplies</b></p> <p>Bus, cleaning supplies, power washer, 2 vacuums, air filters, headphones tables, Real Care Baby (Health Class) carpet for hallways and sink in the classroom. Furniture for flexible seating to include individual mats.</p>	<p><b>\$176,923</b></p>
<p><b>Additional FTE</b></p>	
<p><b>Other Priorities Not Outlined Above</b></p>	
<p><b>Total Approximate Budget for Mitigation Strategies</b></p>	<p><b>\$176,923</b></p>

## Academic Impact of Lost Instructional Time

- 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 Jones County School District will use the mandatory 20% set-aside of a minimum of \$107,160 to implement evidence-based interventions related to student social, emotional, and academic needs. New curriculum will be purchased for the district which will also include an on-line option. Newer evidenced based curriculum offers more differentiated lessons to reach all the students. Purchasing high quality curriculum will ensure access to consistent curriculum aimed towards student mastery and easy access from home, if needed, to support all students. Resources with new curriculum are interactive to engage students in the classroom and learning from home. Formative assessment with curriculum will aide in student level reporting to ensure goth is being made. Purchasing and using devices will help in monitoring learning loss through assessments, ensure all students have access to personalized accommodations, and prepare for the safe administration of student assessments. Before and after school time will be offered to students to work with teachers in their identified area of need based on assessments and teacher and parent input. Summer school will be offered for those students who are at-risk. A paraprofessional will be hired to work with students affected by learning loss.</p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b></p> <p>HMH ELA and HMH Social Studies including renewal for Middle School, Stem Scopes for Science, and K-4 Social Studies Weekly. ESGI for assessments for kindergarten and first grade. These are researched based curriculum to ensure student success along with formative and summative assessments. Exact Path allows educators to spot gaps and measure progress. SumDog and Explore Learning will aide in math fact fluency.</p>	\$63,724
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b></p> <p>Will provide both after school and summer activities for extended learning with qualified staff and evidenced based curriculum.</p>	\$13,575
<p><b>Equipment and/or Supplies</b></p> <p>I-Pads and laptops for student use on programs and assessments.</p>	\$9,258
<p><b>Additional FTE</b></p> <p>Will provide a paraprofessional for the next three years to work directly with students who are struggling due to lost learning time as determined by assessments, parent and teacher input. ESSER III funds will be used for FY22, 23 and 24.</p>	\$71,402

<b>Other Priorities Not Outlined Above</b>	
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$157,959</b>

#### **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.\*

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
<b>All students</b>	All students in K-12 grade will have equal access and will be monitored for learning loss and action taken to help students. Evidence based curriculum will allow for more differentiated lessons. Formative assessments will ensure progress is being made. An interventionist will be hired for K-12 students to work with students who have fallen behind due to COVID-19 closure.	With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in weekly in the elementary, middle school, and high school. SEL curriculum will be implemented for kindergarten through 8th grade. Monthly get together with families to discuss wellbeing, mindfulness and to answer any questions.
<b>Students from low income families</b>	All students in K-12 grade will be monitored for learning loss and action taken to help students. Progress monitoring will ensure progress is being made. These students may be less likely to have access to technology to facilitate virtual learning and may rely on the school for resources such as devices, meals, and counseling.	With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in weekly in the elementary, middle school, and high school. SEL curriculum will be implemented for kindergarten through 8th grade. We will conduct active and specific outreach to underserved families to ensure their needs are met.
<b>Students of color</b>	All students in K-12 grade will be monitored for learning loss and action taken to help students. Progress monitoring will ensure progress is being made.	With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in weekly in the elementary, middle school, and high school. SEL curriculum will be implemented for kindergarten through 8th grade.

<b>English learners</b>	<p>We currently have no English Learners, but if we should then all EL in K-12 grade would be monitored for learning loss and action taken to help students.</p> <p>Progress monitoring will ensure progress is being made.</p>	<p>With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing should we have EL enroll. A counselor will be in weekly in the elementary, middle school, and high school.</p> <p>Communication with families will be in their home languages.</p> <p>SEL curriculum will be implemented for kindergarten through 8th grade.</p>
<b>Children with disabilities</b>	<p>Assessments will allow for progress monitoring of students to ensure performance and engagement.</p>	<p>With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in weekly in the elementary, middle school, and high school.</p> <p>Communication with families will be conducted in their home language or mode of communication and in alternate formats as needed to facilitate effective communication for individuals with disabilities.</p> <p>SEL curriculum will be implemented for kindergarten through 8th grade.</p>
<b>Students experiencing homelessness</b>	<p>We currently do not have any students experiencing homelessness, but if we should we would ensure students would have access to school including transportation and supplies. These students may be less likely to have access to technology to facilitate virtual learning and may rely on the school for resources such as devices, meals, and counseling.</p>	<p>With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in weekly in the elementary, middle school, and high school. We will conduct active and specific outreach to students and their families experiencing homelessness to ensure their needs are met.</p> <p>SEL curriculum will be implemented for kindergarten through 8th grade.</p>
<b>Children in foster care</b>	<p>We currently do not have any students in foster care, but if we should we would ensure students would have access to school including transportation and supplies. These students may be less likely to have</p>	<p>With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in</p>

	access to technology to facilitate virtual learning and may rely on the school for resources such as devices, meals, and counseling.	weekly in the elementary, middle school, and high school. We will conduct active and specific outreach to children and their families in foster care to ensure their needs are met. SEL curriculum will be implemented for kindergarten through 8th grade.
<b>Migratory students</b>	We currently do not have any migratory students, but if we should we would ensure students would have access to school including transportation any other needs they may have. These students may be less likely to have access to technology to facilitate virtual learning and may rely on the school for resources such as devices, meals, and counseling.	With the use of positive motivational posters, PD for staff, newer, more engaging curriculum, playground equipment, and furniture will help in student's wellbeing. A counselor will be in weekly in the elementary, middle school, and high school. We will conduct active and specific outreach to migratory students and families to ensure their needs are met. SEL curriculum will be implemented for kindergarten through 8th grade.

*\*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> Professional Development for staff to help with addressing mental health wellness and strategies for struggling students. Professional Development will also be offered on using assessments and progress monitoring of students. Computer tables will be purchased that promote movement, is movable and improves cleanability of classrooms and creates personalized spaces for students to thrive in. Stand-up moveable desks will help in creating a community within the school space that builds trust, inspires well-being and where students feel safe. Purchasing new playground equipment will help support spaces that prioritize peer-to-peer relationships. Students would be able to spread out more with additional playground equipment. A 36 inch color printer to print positive, motivational posters placed around school will give the student positive affirmations to read and to support positive, emotional wellbeing. Offering monthly meetings for family engagements to discuss mental health, mindfulness, and answer any questions for parents or students. Upgrading and adding additional cameras to monitor students to ensure students are spaced out, for students to	

feel safe and secure and to identify close contacts. A reader sign placed outside of school will help in communicating with parents and the community.	
<b>Academic Supports</b> Black Hills online Learning will be utilized for those students needing credit recovery. DIAL will be utilized for those students who need remedial work due to learning loss.	<b>\$3000</b>
<b>Educator Professional Development</b> Stipend for Professional Development for staff to learn about assessments and progress monitoring. Stipend for extra hours for monthly meetings with parents for social and emotional wellbeing. Stipend for before and after school hours to work with at-risk students Trainings for staff on implementing new curriculum and assessments. ESSR II funds utilized for FY22 and ESSR for FY23 and FY24.	<b>\$1,711</b>
<b>Interventions that Address Student Well-Being</b> Playground equipment, camera system and a large-format printer & supplies to create positive posters to be placed around school promoting wellbeing. Stand up desks to help with those students who have difficulty in attending in class without some movement. Additional computer tables will help in adding more computers for students. Supplies for monthly family support meetings to engage students and families with teacher and curriculum, along with mental health topics such as mindfulness and a K-8 grade SEL curriculum for FY22, FY23, and FY24. Speaker for K-12 on mental health-positive culture, empower, encourage.	<b>\$150,153</b>
<b>Strategies to Address Workforce Challenges</b> Offering sign on bonus to keep staff in the school district. Offering PD for mental health. Counselor is in weekly to visit with staff. Substitute teachers for staff who need time off or assistance in the classroom.	<b>\$26,399</b>
<b>Other Priorities Not Outlined Above</b> Reader sign placed outside the high school building to help with communicating with families.	<b>\$19,657</b>
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$200,920</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.

Narrative	Approximate Budget
<b>Overview</b> NA	
<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> NA	

#### 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:
- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
  - Students who did not participate or participated inconsistently in remote instruction
  - 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> <p>Jones County School District will identify students in need of assistance through assessments and parent and teacher input. Once students are identified we will provide assistance through extra help before and after school, during the summer, during class time with differentiated instruction and with the help of a para. A counselor will be available weekly to meet with students. This is a continuation of ESSR I and II funding. Parent engagement is expected to be a struggle, so we will offer family meetings to discuss how we can work together to meet the student's needs.</p>



**Missed Most In-Person**

For those students who have had excessive absence we will continue to work with them in small groups or one-one one to help in closing the gap in learning loss. Using ESSER II and III funding to provide supplemental learning activities, implement teachers for parent engagement activities using curriculum, software, parent-centered resources and building relationships with parents.

**Did Not Participate in Remote Instruction**

For those students who were not engaged during the 2019-20 COVID shut down, or due to being isolated or quarantined due to COVID during the 2020-21 school year we will continue to work with them to close the gaps with the use of differentiated instruction, credit recovery classes, after school and summer help. Using ESSER III funding to provide supplemental learning activities, implement teachers for parent engagement activities using curriculum, software, parent-centered resources and building relationships with parents.

**At Risk for Dropping Out**

For those students at risk for dropping out, we will meet with them daily to encourage them and give as much assistance as needed to help them be successful, through the use of differentiated learning, credit recovery, and before and after school assistance. Students can also meet with counselor weekly and guidance counselor daily.

**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>Return to School Plans were mailed out to parents prior to the 2020-2021 school year. They were also posted on our website along with any updates. Newsletters were sent home with students with any additional changes. During school board meetings, which are open to the public, plans were reviewed and updates given. With the new ARP ESSER Plan, it was posted asking the public for any comments. We will continue to meet with stakeholders for input. In a small community such as ours, we see parents daily and they have been thankful we have been in school learning. We will continue to ask for their feedback, especially should we face students having to be quarantined or isolated due to a pandemic. A reader sign placed outside the school will help in communicating with parents of any updates.</p> <ol style="list-style-type: none"> <li>1. Engaging curriculum with online component.</li> <li>2. More staff to assist with students learning loss.</li> <li>3. Better communication with families.</li> </ol>
<p><b>Students</b></p> <p>Students will see the posters, new desks, curriculum and technology, and will be informed about ARP funds were used to purchase. We will ask students for any input on learning gaps and mental health. Students will create signs and posters with admin approval of designs.</p>
<p><b>Families</b></p>

The plan will be sent home and posted on websites asking for input. We will continue to update families by using newsletters, reader sign and monthly meetings.
<b>School and district administrators (including special education administrators)</b> Administrators will continue to meet to ensure goals of student's success are being met by looking at progress monitoring and assessments. School board will be informed monthly of progress.
<b>Teachers, principals, school leaders, other educators, school staff, and their unions</b> At school staffing will discuss how student needs are being met. We will look at data to ensure progress is made or look at different ways to do so.
<b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b> NA
<b>Civil rights organizations (including disability rights organizations), as applicable</b> Plan will be posted on school website and discussed monthly at school board meetings.
<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> Plan will be posted on website and newsletters sent home. Should we have an EL enroll we will make it in their language for any family members are able to read and understand.
<b>The public</b> With our new web page, reader sign and school app, it will be easier for the public to access our website and find our plan. COVID and staying in school has been the topic at monthly board meeting since April 2020 and the public is invited to attend all meetings.

### **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.