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American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School District Plan
Updated:
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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: **Rosholt Public School**	**Total ARP ESSER Funding Available:** **$874,995.00**
Date of School Board Plan Approval: **August 9,2021**	**Budgeted to Date:** **$874,995.00**
ARP ESSER School District Plan URL: **www.rosholt.k12.sd.us**	**Amount Set Aside for Lost Instructional Time: $174,999**

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 **Our plan to restart and reopen our schools can be found on our website.** **WWW.rosholt.k12.sd.us We will update this plan every 6 months as per government rules.**	
Equipment and/or Supplies	
Additional FTE	
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 **We will hire a part-time counselor. This counselor will be used to address the mental health challenges of students. The counselor will be hired to complete both large group and individual counseling. The challenges that face the students today were magnified by the pandemic and this person will help our students work through troubles they may face. We will also be offering a summer school option to address learning loss during the pandemic. Students will be identified by using multiple sources. Teacher referral, NWEA test score and Smarter Balanced test scores will all be used to identify learning loss. The Summer School option will be available to all students as well as the identified students. The subject areas that will be focused on will be ELA and Math. NWEA, AR, Learning Ally and iXL will be used assess learning loss.**	

Current teachers will be given the opportunity to teach summer school and will be interviewed for the positions.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) update K-5 English Language Arts curriculum; Three years Sadlier vocabulary K-12; Three years IXL for teachers and students K-12; Accelerated Reader for K-8; NWEA MAPS testing for K-7; Learning Ally K-12 Each of these curriculum tools and programs are research based and have been proven to help students reach their learning targets and to help drive curriculum decisions. Update ELA Curriculum for K-5: The McGraw Hill program incorporates a learning management tracking system that our current curriculum does not have. ELA and especially the reading component we have noticed took the biggest decline during COVID-19. We plan to use this system to better track students and meet them best at their instructional need. We will use the reports to help keep parents and students informed on their progress throughout the school year. Update Math Curriculum for K-8: The current Math curriculum was reviewed and gaps in learning were discovered by analyzing MAPS testing scores. Research was done and Savvas Envision curriculum fit the needs to address learning loss in Mathematics. We will continue to use smarter balanced scores and MAPS scores to make decisions on student progress. Intervention will be used to keep all students progressing forward toward learning outcomes. Parents are sent these test results. Sadlier – This online vocabulary program helps us introduce and find gaps in student vocabulary. Tracking student vocabulary is an important learning outcome that we use to make decisions on whether or not students are ready to move on to the next level. This program is used and will continue to be used to help make curriculum decisions in our building to best meet the needs of our students. IXL – Our school district uses IXL in the areas of Math and ELA. We have found that this program can benefit our students in multiple ways. It can be used to fill in gaps of missed content, to reinforce classroom instruction, to challenge students that have mastered easier topics. This program tracks student progress and gives instant feedback. It is used to help drive curriculum decisions and is especially helpful at our Hutterite colony school where all students are ELL students. Accelerated Reader – AR is used to encourage kids to read and to continue to read. Using this program over the summer months as part of our summer school program will benefit all students. The colony school uses this program as well and the benefit of having the students read English year round would benefit them in all aspect of their learning. NWEA – Maps testing is yet another tool that we use to track student progress throughout the school year. There are countless benefits to using this program and has a great data tool to communicate those results to parents. This will be one of the diagnostics that we use to recommend students for our summer school program. We are hoping to see growth from the Spring test to the Fall	$95,267

test of the next school year. Typically, we see a regression over the summer months and to combat the loss of student learning we need to make that regression as small as possible. Learning Ally – Is a program that helps to meet a variety of student needs. This program allows us to upload almost any textbook or reading book. We then allow some students to listen to the material. This helps many students especially our auditory learners. It is also a beneficial practice for students to be able to follow along with the text as the computer program reads the text. This program can be used at home as well as in the building.	
Opportunities for Extended Learning (eg., summer school, afterschool)	**0**
Equipment and/or Supplies	**0**
Additional FTE – Three years part-time counselor salary and benefits	**$79,732.00**
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	**$174,999.00**

Investments Aligned with Student Needs

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

Population	Academic	Social, Emotional, and Mental Health
All students	All students will be allowed to participate in the summer school options. This includes the Rosholt 54-4 K-12 school as well as the White Rock Colony School.	The school District will make sure all students will benefit from the guidance counselor.

Students from low income families	The district is aware of students from low income families and will ensure their academic needs are addressed.	The district is aware of students from low income families and will ensure their mental health needs are addressed.
Students of color	The district is aware of students of color and will ensure their academic needs are addressed.	The district is aware of students of color and will ensure their mental health needs are addressed.

English learners	The district is aware of students that English is their second language and will ensure their academic needs are addressed.	The district is aware of students that English is their second language and will ensure their mental health needs are addressed.
Children with disabilities	The district is aware of students with disabilities and will ensure their academic needs are addressed.	The district is aware of students with disabilities and will ensure their mental health needs are addressed.
Students experiencing homelessness	The district is not aware of any students that are experiencing homelessness. If the district identifies any homeless students, it will ensure their academic needs are addressed.	The district is not aware of any students that are experiencing homelessness. If the district identifies any homeless students, it will ensure their mental health needs are addressed.
Children in foster care	The district is not aware of any students that are in foster care. If the district identifies any foster students, it will ensure their academic needs are addressed.	The district is not aware of any students that are in foster care. If the district identifies any foster students, it will ensure their mental health needs are addressed.
Migratory students	The district is not aware of any students that are migratory students. If the district identifies any migratory students, it will ensure their academic needs are addressed.	The district is not aware of any students that are migratory students. If the district identifies any migratory students, it will ensure their mental health needs are addressed.

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 **N/A**	
Academic Supports	

Narrative	Approximate Budget
Educator Professional Development	
Interventions that Address Student Well-Being	
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	

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 **HVAC System upgrade. Every classroom will be its own zone and ionization will be added to each of the classroom units. This project will significantly improve the air quality of our school building.**	
Project #1 **HVAC System replacement**	**$699,996.00**

Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	**$699,996.00**

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
Overview	

Engaging Students at Risk

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

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

Narrative
Overview   Weekly staff meetings were held to identify any students that were falling behind academically. We did have a group of students that opted for distance learning during the 2020-2021 school year. We used various methods to track the progress of these students as well as the progress of the students in the building. We used the same teachers to deliver the in-person and remote instruction. This helped us track if the students were falling behind the in-person students and then interventions could be implemented.
Missed Most In-Person   The distance students were required to be logged into the class via zoom with the classroom teacher at the same time the in-person class was being held. We were able to identify students that were falling behind their peers by using a variety of different assessments.

Did Not Participate in Remote Instruction
We were able to track students that were falling behind by using a variety of different assessments.

At Risk for Dropping Out
We did not identify any students that were at risk for dropping out but will continue to have procedures in place to identify and make interventions if necessary.

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   Meetings were set up at various times throughout the year and open lines of communication were vital in the district being able to plan the use of the ESSER funds. The plan was also posted on the school website and the public was encouraged to give feedback and make comments. The open communication and feedback through the school website will be used going forward to keep all stakeholders informed and involved in the process. The three areas of need that were on the top of the priority list were helping students that fell behind during the pandemic get caught up academically, addressing the mental health of all students and improving the air quality in the school.
Students   The principal meets with individual classes to keep open lines of communication with the students. Learning loss is addressed with students on an individual basis. This is done by meeting one on one with the student and principal. The students that the principal meets with are referred during weekly staff meetings by classroom teachers, special education teachers and paraprofessionals.
Families   A letter was sent home, public board meetings and the ability to comment through the school website.
School and district administrators (including special education administrators)   Meetings both formal and informal were set up between administrators and Special Education teachers to discuss learning loss during the pandemic.
Teachers, principals, school leaders, other educators, school staff, and their unions   Issues were addressed during weekly staff meetings. All school staff had an open line of communication during the entire process.
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)   We have a good relationship with our tribal leaders and open lines of communication have been established.
Civil rights organizations (including disability rights organizations), as applicable   N/A

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
Meetings were held with the special education teachers as well at the elders at the Hutterite Colony school. Every student at the school is considered ELL. The staff at the colony school and administration worked to make sure these student needs were being met. We also tried to identify all students that may be underserved and put plans in place to not let them slip through the cracks.

The public
Public school board meetings and the use of our school website ensures an open line of communication.

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.