

**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: Doland School District 56-2	Total ARP ESSER III Funding Available: \$242,171 ESSER II: \$107,830
Date of School Board Plan Approval: 8/9/2021	Budgeted to Date: 8/9/2021
ARP ESSER School District Plan URL: https://dolandschool.com	Amount Set Aside for Lost Instructional Time:

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: With the amount of lost instructional time due to the COVID pandemic and being a 4 day school week, the Doland School has decided to put a bigger emphasis on Friday enhancement and tutoring days/opportunities. Our current supply of school vehicles used for tutoring prior to the pandemic does not allow for spacing and has students in the vehicle for longer periods of time. We plan to purchase a vehicle to make the tutoring routes shorter and with less kids in each vehicle.	
Equipment and/or Supplies: School vehicle possible minivan or SUV	\$35,000
Additional FTE: with adding the additional vehicle for tutoring we will need to pay for the drivers of this vehicle/route	\$9,000
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Mitigation Strategies	\$44,000

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: South Dakota identified the most effective strategy for supporting the needs of students was providing in-person instruction. The Doland School will add .5 FTE teacher across the K-12 curriculum for 3 years to focus on technology, health activities, and to lower the student to teacher ratio across the budget. We have also updated our Math textbooks with e-books. We have also purchased SUCCESSMAKER for the reading, math and language curriculum. We hope to have SUCCESSMAKER to close the gap on learning lost not only for the struggling learners but also the higher achieving students who didn’t flourish during the pandemic. With the ESSER II money we will pay for counseling services for the 21-22 & 22-23 school years. With the ESSER III money we will pay for counseling services for the 23-24 school year.	

Specific Evidence-Based Interventions (eg., curriculum, assessments); Math textbook series updates and e-books SUCCESSMAKER (Math, Reading & Language)	\$63,385 \$21,640
Opportunities for Extended Learning (eg., summer school, afterschool) SUCCESSMAKER and new Math textbook manipulatives will be used in our tutoring time and Friday tutoring.	
Equipment and/or Supplies: Curriculum and materials for our part time counselors	\$6,000
Additional FTE: .5 FTE over 3 years to give the teachers opportunity to incorporate the new textbook and SUCCESSMAKER to the fullest of its ability Add on campus Counseling services for the 23-24 school year (ESSER II provides for previous 2 years)	\$84,000 (over 3 years) \$56,000 (23- 24 school yr)
Other Priorities Not Outlined Above: NA	NA
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$231,025

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	Opportunity for on campus counseling services, increased tutoring outside of the school day as a result of evidence based interventions.	All students in grades K-8 will have access to SUCCESSMAKER to help with tutoring and learning lost in ELA and Math. Students in K-12 will have a new math textbook series with e-Learning. All students have equal access to counseling screening.
Students from low income families	Opportunity for on campus counseling services, increased tutoring outside of the school day.	All students in grades K-8 will have access to SUCCESSMAKER to help with tutoring and learning lost in ELA and Math. Students in K-12 will have a new math textbook series with e-Learning. All students have equal access to counseling screening.

Students of color	Opportunity for on campus counseling services, increased tutoring outside of the school day.	All students in grades K-8 will have access to SUCCESSMAKER to help with tutoring and learning lost in ELA and Math. Students in K-12 will have a new math textbook series with e-Learning. All students have equal access to counseling screening.
English learners	Opportunity for increased tutoring outside of the school day. (All of our ELL students are in grades K-8)	All students in grades K-8 will have access to SUCCESSMAKER to help with tutoring and learning lost in ELA and Math.
Children with disabilities	Opportunity for summer learning, increased tutoring outside of the school day.	All students in grades K-8 will have access to SUCCESSMAKER to help with tutoring and learning lost in ELA and Math. Students in K-12 will have a new math textbook series with e-Learning.
Students experiencing homelessness	This population is not traditionally and was not present during the 20-21 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.	
Children in foster care	This population is not traditionally and was not present during the 20-21 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.	
Migratory students	This population is not traditionally and was not present during the 20-21 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.	

**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: NA	
Academic Supports: NA	NA
Educator Professional Development: : Professional Development and training of the Math e-textbooks and SUCCESSMAKER	\$4875
Interventions that Address Student Well-Being: Adding of counseling services on campus with ESSER II (\$107,830 – 21-22 & 22-23 School years) and ESSER III (\$56,000 – 23-24 school year)	\$107,830 ESSER II \$56,000 ESSER III
Strategies to Address Workforce Challenges: NA	NA
Other Priorities Not Outlined Above: NA	NA
Total Approximate Budget for Investments in Other Allowed Activities	\$60,875

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: NA	
Project #1: NA	NA
Project #2: NA	NA
Total Approximate Budget for Renovation, Air Quality, and/or Construction	NA

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: Our staff has done a great job of picking up extra cleaning duties, wrapping silverware, taking temps or just other “duties as assigned.” This pandemic is not going away any time soon, but the best form of education is in person education. We cannot put a price tag on the extra duties or responsibilities, but it has become a component of a good school employee.</p>	<p>NA</p>

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: The Doland School StartWELL Committee decided to bring back the attendance policy with an exemption for COVID related absences. The committee feels the attendance policy encourages students to be in school and parents to send their child to school. We also now have set guidelines in place like 100.4 temps that signify a child needs to go home. In the past the child was encouraged to go home if sick, now they will be made to go home if they are sick. By adding counseling services and an additional FTE, it will increase the connections that students can make. It will increase the opportunity to make school rewarding for ALL students.</p>
<p>Missed Most In-Person: We hope to decrease student to teacher ratio. By decreasing the student to teacher ratio we hope to create more small groups and better opportunities for 1 on 1 connections to be made with teachers and students. These connections will encourage students to attend school on a more regular basis and to help with learning lost as well. By adding a counselor, these students are the students that studies show are in need of counseling services.</p>
<p>Did Not Participate in Remote Instruction: Students will be taught in areas of health and technology as well as the traditional subjects and adding SUCCESSMAKER will connect and reach students at a higher level in all subject areas.</p>

At Risk for Dropping Out: By adding the counseling services, we hope to address many of these needs. SUCCESSMAKER will also help the school to find “gaps” in the system.

Stakeholder Consultation:

- 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> <ul style="list-style-type: none"> - Safe return to in-person instruction - Social, emotional, and mental health of students and teachers - Increase and improvement in tutoring
<p>Students: results from SUCCESSMAKER data, STAR testing for Reading & Math (K-8), DIBBELS tests (K-6), student council meetings, student conversations, Smarter Balance testing, student observations & teacher observations</p>
<p>Families: results from SUCCESSMAKER data, STAR testing for Reading & Math (K-8), DIBBELS tests (K-6), Smarter Balance testing, letters to parents, parent teacher conferences, school website, School Parental email exchange</p>
<p>School and district administrators (including special education administrators) : results from SUCCESSMAKER data, STAR testing for Reading & Math (K-8), DIBBELS tests (K-6), student council meetings, student conversations, Smarter Balance testing, student observations & teacher observations, school board meetings, administrative meetings, teacher evaluations, DEA requests</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions School Board Meetings, staff email, staff meetings, data results, teacher evaluations, DEA meetings</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) School Board Meetings, Open House, School Website, school letters and information sent to the Redfield Press - NA</p>
<p>Civil rights organizations (including disability rights organizations), as applicable School Board Meetings, Open House, School Website, school letters and information sent to the Redfield Press</p>
<p>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</p>

School Board Meetings, Open House, School Website, school letters and information sent to the Redfield Press
The public: School Board Meetings, Open House, School Website, school letters and information sent to the Redfield Press

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.