

**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: Big Stone City School District #25-1</b>	<b>Total ARP ESSER Funding Available: ESSER III Funding \$276,888</b>
<b>Date of School Board Plan Approval: July 26, 2021</b>	<b>Budgeted to Date: All funds totaling \$276,888</b>
<b>ARP ESSER School District Plan URL: <a href="mailto:www.bigstonecity@k12.sd.us">www.bigstonecity@k12.sd.us</a></b>	<b>Amount Set Aside for Lost Instructional Time: \$77,431 (28%)</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>                      The school used prior ESSER funds on cleaning materials and equipment. The school will purchase additional cleaning materials/equipment remaining ESSER III funds. The school also used prior ESSER funds to hire additional 0.5 FTE custodial staff to help with cleaning and sanitizing. The school will continue to retain the 0.5 FTE custodial staff with remaining ESSER III funds for the 2021-22 school year to continue cleaning/sanitizing schedule started during the 2020-21 school year.</p> <p>The school will monitor CDC guidance and the SD Dept of Health on a regular basis to ensure cleaning and sanitation are aligned with recommended guidelines and the school district’s Starting Well 2020 guidance.</p>	
<p><b>Equipment and/or Supplies</b>                      PPE                      Sanitizing Equipment</p>	<p>Remaining ARP funds or general fund, if applicable</p>
<p><b>Additional FTE</b>                      0.5 FTE was hired during 2020-21 school year and will be retained during the 2021-22 school year.</p>	<p>Remaining ARP funds or general fund, if applicable</p>
<p><b>Other Priorities Not Outlined Above</b>                      Outdoor seating to encourage classroom outside, weather permitting; four picnic tables were purchased through capital outlay to accommodate if needed.</p>	<p>Capital Outlay funds used</p>
<p><b>Total Approximate Budget for Mitigation Strategies</b></p>	<p>Remaining ARP funds and Capital Outlay funds</p>

**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>  <b>Identified in-person learning as the most effective strategy to provide supports for students who lost instructional time. Based on data analysis done at the district, the interventions identified below address the district’s need to accurately assess students’ academic progress and assist teachers in meeting students’ academic needs</b></p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b>  Tier 1 and Tier 2 Interventions – based on benchmark testing performed three times per school year.  Continue as always with our MTSS monthly meetings that review data from academic and behavioral areas. – other funds used  Tier II Behavioral Teacher – ESSER III funds used; this will help our student population with their social, emotional, and mental health.  CORE Reading Training – ESSER III funds used; based on our reading scores declining per our student data  CORE reading professional development for our teaching staff. After analysis of our ELA assessment scores throughout our school for the past couple years, our assessment scores have decreased. From that analysis we have approved through committee to purchase a new reading curriculum that aligns better with the standards that we are teaching and by the use of professional development in Common Core Reading this will ensure that our current and new teaching staff are providing the same type of teaching techniques in the classroom.  New Reading Curriculum Training – ESSER III funds used; based on our reading scores declining per our student data  Literacy Coach – ESSER III funds used</p>	<p><b>\$77,431</b></p>
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b>  This past summer we increase our summer school capacity and had two summer school teachers hired to aid in the learning opportunities for our students. Other funds used</p>	<p><b>NA</b></p>
<p><b>Equipment and/or Supplies</b>  iPads, Macbooks. Other funds used</p>	<p><b>NA</b></p>
<p><b>Additional FTE</b></p>	<p><b>1.0</b></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>\$77,431</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>	<p>Implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>
<b>Students from low income families</b>	<p>Certified teachers will be available both before and after school to assist low-income 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.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>
<b>Students of color</b>	<p>Certified teachers will be available both before and after school to assist low-income 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</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>

	<p>address the loss of learning from the pandemic.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	
<b>English learners</b>	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.</p> <p>Translation tools may need to be used to bridge the gap in communication. Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>
<b>Children with disabilities</b>	<p>Certified teachers will be available both before and after school to assist low-income 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.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>

	throughout the year and determining if different alterations of the interventions need to be made.	
<b>Students experiencing homelessness</b>	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>
<b>Children in foster care</b>	<p>Certified teachers will be available both before and after school to assist low-income 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.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social, emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>
<b>Migratory students</b>	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided</p>	<p>The district has hired a Tier II behavioral certified teacher to address the needs of our student population affected by social,</p>

	<p>to those students disproportionately impacted by Covid-19.</p> <p>Student’s needs are determined by monitoring and assessing the students with fidelity. Success will be determined by reviewing the assessment results timely throughout the year and determining if different alterations of the interventions need to be made.</p>	<p>emotional, and mental health issues due to COVID-19. 2021-2022 and 2022-2023 SY.</p>
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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**

- 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
<p><b>Overview</b> South Dakota identified the most effective strategy for supporting the needs of students was providing in-person instruction. The best way to do that is continue to retain our current certified teaching staff.</p>	
<p><b>Academic Supports</b> Elementary and middle school levels the school will provide support if needed at the beginning and end of each school day, in each area (English, Social Studies, Mathematics, Science) by grade level. The grade level teacher team will identify struggling students to recommend to the after school tutoring support.</p>	NA
<p><b>Educator Professional Development</b></p>	NA
<p><b>Interventions that Address Student Well-Being</b> Counseling staff will be able to coordinate activities for students to re-integrate themselves back into the school environment on a full-time basis in the fall. This would enable counselors the time to involve students, staff and the students’ families, in addition to community based activities.</p>	NA
<p><b>Strategies to Address Workforce Challenges</b> NA</p>	NA
<p><b>Other Priorities Not Outlined Above</b> <b>Retention of our current certified and classified staff</b> Since March of 2020, the stress and anxiety of our staff to provide quality education to our students has been high, as every public school in the nation has seen. Increased safety and cleaning protocols for all support staff has also</p>	\$149,457

<p>been very difficult. This would be a three-year plan of retention/loyalty payments for our teaching and support staff. We value our staff and with the shortages, we have in our state to find and retain employees, it is necessary to use these funds in this manner. In-turn, this will address and improvement our students learning loss that has happened due to the pandemic as we will be able to provide consistency to those students with the retention of our current staff and those current staff's knowledge of the programs we offer. In addition to the future, we have to review where we have come from and the retention/loyalty payments are a reflection and a thank you to the teachers and staff in our school for their perseverance and service to the school during a pandemic.</p> <p>The certified staff payment plan was approved through the negotiation process and through school board approval. After figuring out percentages of the total ESSER III funds awarded and dividing amongst the three years and the total of certified staff, the payment equates to approximately \$3,900/year based on FTE. The frequency per year of this payment will be in September payroll.</p> <p>The classified staff payment plan was approved by the school board. After figuring out percentages of the total ESSER III funds awarded and dividing amongst the three years and the total of certified staff, the payment equates to approximately \$2,700/year based on FTE. The frequency per year of this payment will be in September, December, and May payrolls.</p>	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$149,457</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>
<p><b>Overview</b>  <b>To improve the air quality in our elementary building we are proposing to add air condition to the building. This is approximately 18% of the total funding that the school district received in ESSER III funding.</b></p>	
<p><b>Project #1</b>  <b>Elementary building air conditioning addition</b></p>	<b>\$50,000</b>
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$50,000</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
<p><b>Overview</b>  As always, the Big Stone City School will utilize our classroom intervention time with the teacher on an individual or small group basis and Title I program to help in areas where the school district is seeing students struggle the most. By the use of the MTSS committee, we analyze the student data monthly and make decision to help those students based on the data.</p> <p>The school district has reviewed and prioritized and found that the items listed on this plan are needed for a safe and effective return to school for the foreseeable few school years.</p>	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:
  - 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.

Narrative
<p><b>Overview</b>  As always, the Big Stone City School will utilize our classroom intervention time with the teacher on an individual or small group basis and Title I program to help in areas where the school district is seeing students struggle the most. By the use of the MTSS committee, we analyze the student data monthly and make decision to help those students based on the data.</p> <p>To the extent possible students will remain in small cohorts and participate in extended learning and enrichment programs.  Transportation will be provided as necessary.</p>
<p><b>Missed Most In-Person</b>  Extended learning time – summer school, beginning and afterschool  Enrichment programs such as Title I  Per our data we did see absenteeism increase as was expected, but those students still participated academically throughout the year.  Our students will be monitored with monthly academic and behavioral data and assessed at least quarterly with fidelity. Interventions in the classroom with individual or groups of students who are in need of the same academic needs will be done. Success will be determined by reviewing the assessment results timely throughout the year, at least quarterly, and determining if different alterations of the interventions need to be made.</p>
<p><b>Did Not Participate in Remote Instruction</b>  In-person instruction</p>

Per our data there was participation in all of our students during remote instruction. Although some days may have been tougher than others when communicating, there was never a longer period of time when communication with all of our families and students was non-existent.

Our students will be monitored with monthly academic and behavioral data and assessed at least quarterly with fidelity. Interventions in the classroom with individual or groups of students who are in need of the same academic needs will be done. Success will be determined by reviewing the assessment results timely throughout the year, at least quarterly, and determining if different alterations of the interventions need to be made.

**At Risk for Dropping Out**

We are a K-8 school and our high school students go to neighboring districts. We do participate and help our students through credit recovery (Ortonville HS students) for example.

We do understand the risk of our K-8 students dropping out. We have had no data to support that this was a problem during the 2020FY or 2021FY. We continue to monitor our students needs and provide supports to prevent drop out.

Our students will be monitored with monthly academic and behavioral data and assessed at least quarterly with fidelity. Interventions in the classroom with individual or groups of students who are in need of the same academic needs will be done. Success will be determined by reviewing the assessment results timely throughout the year, at least quarterly, and determining if different alterations of the interventions need to be made

**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.

<b>Narrative</b>
<p><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <ul style="list-style-type: none"> <li>Safe return to in-person instruction</li> <li>Communicating and updating parents, students, and other stakeholders as conditions change</li> <li>Prioritize spending on non-recurring expenses</li> <li>Students who did not participate in remote learning</li> <li>Social, emotional, and mental health of students</li> </ul>
<p><b>Students</b></p> <p>The information noted below will be and has been discussed at school board meetings to inform the school board and public of how our students are doing in these areas. This is done whenever it is necessary and needed.</p> <ul style="list-style-type: none"> <li>Academic Data</li> <li>Attendance</li> <li>Behavioral Reports</li> </ul>
<p><b>Families</b></p> <p>This plan will be reviewed by our administration and school board at the designated times mentioned below in this plan and as needs arise. School board meetings will state this plan in the community input section so that parents/stakeholders/community members have the opportunity to provide input. By these efforts, the best options should be created to resolve concerns and properly operate the school for stability for our students.</p>

<p><b>School and district administrators (including special education administrators)</b></p> <p>This plan will be reviewed by our administration and school board at the designated times mentioned below in this plan and as needs arise. School board meetings will state this plan in the community input section so that parents/stakeholders/community members have the opportunity to provide input. By these efforts, the best options should be created to resolve concerns and properly operate the school for stability for our students.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b></p> <p>Prior to school board meetings, where the plan will be discussed, there will be meetings held to collect input from our staff at school. This will be done by cluster meetings and all-staff meetings. If applicable.</p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b></p> <p>NA</p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b></p> <p>NA</p>
<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> <p>This plan will be reviewed by our administration and school board at the designated times mentioned below in this plan and as needs arise. School board meetings will state this plan in the community input section so that parents/stakeholders/community members have the opportunity to provide input. By these efforts, the best options should be created to resolve concerns and properly operate the school for stability for our students.</p>
<p><b>The public</b></p> <p>This plan will be reviewed by our administration and school board at the designated times mentioned below in this plan and as needs arise. School board meetings will state this plan in the community input section so that parents/stakeholders/community members have the opportunity to provide input. By these efforts, the best options should be created to resolve concerns and properly operate the school for stability for our students.</p>

**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.