

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

Updated: 10/28/2021

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: Colome Consolidated School District	Total ARP ESSER Funding Available: \$875,000
Date of School Board Plan Approval: Aug. 9, 2020	Budgeted to Date: \$244,300
ARP ESSER School District Plan URL: Colome.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$175,088

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>Overview Based on our local data, we found the following prevention and mitigation needs in our district: Desks to accommodate social distancing Cleaning supplies & extra custodial time, possible custodial/grounds manager Possible Nursing Contract to teach hygiene, handwashing, social distancing, etc. and to test for Covid-19 at school</p>	
<p>Equipment and/or Supplies</p>	
<p>Additional FTE Custodial overtime as needed, student custodian to fill in as needed Possible Nursing contract: to teach hygiene, handwashing, social distancing, etc. and to test for Covid-19 at school</p>	<p>\$20,000 \$510 (yr 1) \$2040 (yr 2) \$3750 (yr 3)</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	<p>\$26,300</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>Overview We are in desperate need of highly qualified teachers at our rural school. Our rural students fell behind during Covid and we ended up with more students than usual because we held in person learning, and one of our neighboring schools offered online only instruction.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Class size reduction</p>	<p>See FTE</p>

<p>Opportunities for Extended Learning (eg., summer school, afterschool) This wasn't an option last year, but we intend to offer summer school and after school tutoring. We will have three certified teachers and one para that will make it possible this year. We will address learning needs through additional staffing and class size reduction and afterschool or summer school opportunities, as needed. The Colome site will continue tutoring services and summer school programs</p>	<p>\$5,000/yr Wood site</p> <p>\$15,000/yr Colome Site</p>
<p>Equipment and/or Supplies Order extra teachers editions, for textbooks, if needed.</p>	<p>\$2,000</p>
<p>Additional FTE Two additional teachers at the rural school, Wood Elementary. One additional part-time administrator at Wood Elementary (.30 FTE) This will reduce class size and give students more one-one time to get help from their teachers. We also added the administration part to help track students progress and attendance.</p>	<p>\$122,000/yr \$26,000/yr</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$170,000</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
All students	Purchase supplies for those in need Support families Use RTI and MTSS Intervention Strategies for all students Continue our PBIS Offer afterschool tutoring Additional supports, funded by other federal grants (Title 1, & REAP)	We changed our counselor contract from .8FTE to 1.0 FTE. We added .2FTE for student guidance services. This will give him more time to identify struggling students and assist them. If needed, we will contract for counseling services for students.
Students from low income families	Purchase supplies for those in need Support families Use RTI and MTSS Strategies for all students Continue PBIS Offer afterschool tutoring	Identified students will be checked in on more frequently to make sure they have support. They will also receive the same supports as the other students.

	Students from low income families will receive the same intervention and supports as all the students.	
Students of color	<p>Purchase supplies for those in need</p> <p>Support families</p> <p>Use RTI and MTSS Strategies for all students</p> <p>Continue PBIS</p> <p>Offer afterschool tutoring</p> <p>Students of color will receive the same supports as all the students.</p>	Students of color will receive the same supports as the other students.
English learners	<p>NA- no population of EL</p> <p>If we had EL students, they would receive the same supports as other students.</p>	<p>NA- no population of EL</p> <p>If we had EL students, they would receive the same supports as other students.</p>
Children with disabilities	<p>Purchase supplies for those in need</p> <p>Support families</p> <p>Use RTI and MTSS Strategies for all students</p> <p>Continue PBIS</p> <p>Offer afterschool tutoring</p> <p>Students with disabilities will receive the same supports as other students and also extra support as noted in their IEP's.</p>	Students with disabilities will be checked in on more frequently to make sure they have support. They will also receive the same supports as the other students.
Students experiencing homelessness	<p>Purchase school supplies, if needed</p> <p>Support students and families</p> <p>Use RTI and MTSS Strategies for all students</p> <p>Continue PBIS</p> <p>Offer afterschool tutoring</p> <p>We do not have any homeless students at this time. They would be provided the same interventions as other students.</p>	We do not have any students experiencing homelessness at this time. If we did, we would check in more frequently to make sure they have support and have their needs met. They would also receive the same supports as the other students.
Children in foster care	<p>Purchase supplies, if needed</p> <p>Support students and families</p> <p>Use RTI and MTSS Strategies for all students</p> <p>Continue PBIS</p> <p>Offer afterschool tutoring</p> <p>They are receiving the same interventions and supports as the other students.</p>	Students in foster care will be checked in on more frequently to make sure they have support. They will also receive the same supports as the other students.

Migratory students	NA- No population Purchase supplies, if needed Support families Use RTI and MTSS Strategies for all students Continue PBIS Offer afterschool tutoring If we did have migrant students, they would receive the same supports as other students.	We do not have any migrant students at this time. But if we did, we would check in on them more frequently to make sure they have support. They would also receive the same supports as the other students.
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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
Overview We will continue our after school tutoring and summer school and contract for professional development services. We also made our .8FTE counselor to full time 1.0 counselor.	
Academic Supports (listed above)	
Educator Professional Development	
Interventions that Address Student Well-Being .2FTE Counselor Possible contract for mental health services w/ Southern Plains Behavioral	\$32,000/yr \$5,000/yr
Strategies to Address Workforce Challenges Extend our advertise area and places when searching for employees Offer current employees incentives to take on more duties (such as bus driving and or coaching), possibly hire a student custodian	\$1000 \$10,000
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities (*amount does not include noted items budgeted in a category above)	\$48,000*

- 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 Not at this time; the board has not made this decision yet.	
Project #1	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	TBD

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 We used ESSR 1 & 2 funds to purchase new chromebooks, laptops, and promethean boards. We added a certified intervention teacher with our Title 1 funds. We offered after-school tutoring and summer school and continued with our ESY for students in need. We will supplement the building project with capital outlay funds. We will continue to use Title 1 and REAP and other funds to address student learning needs.	

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 We hired 2 FTE, certified teachers at our rural school, Wood Elementary, where the most learning loss and absences occurred. We added a Title 1 intervention teacher at our Colome site. We will continue after-school tutoring and summer school; these are a continuation of services from ESSR 1 & 2. We will also continue to use other federal funding such as Title 1 and REAP.

<p>Missed Most In-Person</p> <p>We had our teachers assist students when they returned; after school tutoring. This is a continuation from ESSR 1 & 2.</p>
<p>Did Not Participate in Remote Instruction</p> <p>We only had 1 student who did not attend in person or do their work remotely. We will continue to use our resources to track students and work with law enforcement and social services to ensure students are attending school.</p>
<p>At Risk for Dropping Out</p> <p>Build relationships find ways to keep them in school and be successful. Make sure they have the resources and support they need to be successful. Keep class sizes small.</p>

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> <p>Our three highest priorities include:</p> <ol style="list-style-type: none"> Obtaining sufficient and highly qualified teachers at our rural school, Wood Elementary, where most learning loss occurred. Building Project: Adding 6 to 8 classrooms so we can social have space to social distance. Continue after-school tutoring and summer school and possibly purchase another bus so that we can social distance on busses also.
<p>Students</p> <p>Middle school and high school students will be given a questionnaire during their green time to gather input.</p>
<p>Families</p> <p>A parent meeting was held August 3 2021 to gather input for the plan. The consensus from parents was to keep our mitigation strategies in place and to investigate the possibility of adding some classrooms to the gym building. It was suggested that if we need more input to send a survey to families.</p>
<p>School and district administrators (including special education administrators)</p> <p>The principal also serves as SPED director. The principal meets monthly with the superintendent to give input on current needs.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Friday staff- In-service meetings, once monthly teachers and staff are asked for input on the plan</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>A family input meeting was held on October 11, 2021 at the Wood school to ask for input on the plan. The tribal education leader gave input via phone. The encouraged us to continue to fund a second teacher at the Wood Elementary school.</p> <p>Native American families are encouraged to attend regularly scheduled school board meetings to give input.</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>NA, at this time.</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

Dr. O'Doan met with a representative from southern plains behavioral health to discuss our plan. The main comment was that they did not think online learning or homeschool was very affective for the students they work with and that they hoped students would be at school to learn in person. Colome did not offer an online option, and will continue to require students to attend in person, except in special circumstances.

The public

Public input is encouraged at each board monthly board meeting. We also have a special times set aside for Safe Return and ARP funding input, which is not limited. The input from the August 9,2021 meeting was that they did not want us to make kids wear masks in school. The public in attendance asked to continue to investigate the costs of adding classrooms to the gym building.

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.