

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

Updated: 5/31/2023

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 ID ED-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: Oglala Lakota County School District 65-1	Total ARP ESSER Funding Available: \$ 41,154,662
Date of School Board Plan Approval: 8-18-2021, 9-14-2021	Budgeted to Date: \$ 39,255,772
ARP ESSER School District Plan URL: www.olcsd.com District Information Page for both the Back to School Plan and the American Relief Plan https://www.olcsd.com/page/2021-22	Amount Set Aside for Lost Instructional Time: \$8,230,932

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</p> <p>The OLCSD Return to School Plan includes the continued mask usage of students, staff, and any parent/guardians who enter the school buildings. OLCSD will have masks available for students and staff each day. In addition to masks, hand sanitizing stations and custodial supplies will continue to be ordered in an effort to maintain the requirements for the safe return following any positive exposures to the COVID19 virus.</p> <p>Knowing that the mutations of the original virus are expected, OLCSD has budgeted \$250,000 to cover PPE over the 2021-22 and 2022-23 school years.</p>	
Equipment and/or Supplies	\$250,000
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	\$250,000

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
<p>Overview</p> <p>Oglala Lakota County School District resides upon the Pine Ridge Reservation and is under the Oglala Sioux Tribe. The Oglala Sioux Tribe utilizes a COVID19 Risk Level Chart that is included in the OLCSD Back to School Plan. The chart includes four color-coded levels.</p>		
Green Level	Masks, In-person Instruction	
Yellow Level	Masks, Hybrid with both in-person and remote instruction, gatherings of 50 or less	
Orange Level	Masks, Hybrid with both in-person and remote instruction, 50% building capacity; gatherings of 10 or less	
Red Level	Masks, Remote Learning only	

To be able to provide for instruction at any level, the Oglala Lakota County School District has planned for three service deliveries to meet the OST conditions as well as parental input. Each school surveyed their families and, in most cases, 50% of the families are not ready to send their children back to school full time due to concerns with the Delta variant, multi-generational families in the home, and the inability to vaccinate children under 12. Each school will offer full day instruction for up to 50% capacity of the school setting to families who wish to have their children receive in-person instruction while also providing remote instruction to the remaining 50% of the student body who wish to remain in the home setting.

In the event of the red level, all students will be moved to remote instruction.

For open enrolled students in the district, an evening remote session with certified teachers will be held with students and families each night with supplemental work during the day.

This evening instruction will continue throughout the school year and will not change with the OST Risk Chart, thus making the open enrolled instruction consistent throughout the school year.

Curriculum

Consistency has been a priority within the school district as we look at instructional supports. The district has approved curriculums and the recent accreditation of the district's instruction helps support the need to remain as consistent as possible to the approved curriculums. To that extent, the district would like to purchase the core curriculums for the next three years in all subjects, math, ELA, science, and social studies. Each school has supply areas in which to store curricular components. The value of early learning comes with years of research, to help our youngest learners, Oglala Lakota County is seeking to purchase 3 Cheers for Preschool and Waterford Early Learning for K-3 to help the youngest learners have an opportunity to continue their learning when face to face or remote. Both offer instruction modules to best meet the needs of the students.

Knowing that our students were scoring in the lower quadrant on the state assessment in math and reading in 3rd-8th and 11th grade, the district looked at supplemental and intervention programs to support our core curriculum, while also providing the opportunity to reach students who are not at grade level. Some supplements were easy to select based on need, while others will take more time to explore availability and usability. Oglala Lakota County School District will utilize the NWEA MAP assessment scores to help with planning for small group instruction to allow teachers to best meet the needs of the students. As needs arise, the team of principals, instructional coaches, and the curriculum director will meet and plan based on needs. We will also look to other in-district assessments that may more accurately pinpoint areas of need for students.

Extended Learning

Oglala Lakota County understands that even with the best technology and the best curriculums, additional time with students will be a strategic way to help students to grow and learn grade level content. Oglala Lakota County has offered tutoring and summer school programs in past years, but the intent with the extended learning is to provide a consistent program over the next years that includes a curriculum for the summer learning that is researched and designed to help students grow. Managing a strong summer school program would be built with curriculum and staffing in order to help students reach grade level goals. After school tutoring plans will also be created to include staffing and student goals identified to help with learning loss.

A huge concern during the pandemic has been the Social Emotional outcomes both teachers and students have experienced during this time. To provide support, Oglala Lakota County School District would like to utilize social workers and counselors to provide extended time

<p>opportunities for students to participate in activities and workshops aimed at suicide prevention and healthy living. Insights to Behavior is a program that helps guide counselors and support staff with tools to help students emotionally, mentally, socially, and spiritually.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Amplify CKLA 2nd Edition, El Education Open Up Resources, Zearn, Eureka Math, Discovery Tech books for Science and Social Studies, Discovery Science Components, SIPPS, Literacy Footsteps Guided Reading, Digital licenses for CTE Courses, IXL Subscription, Newsela Subscription, Learning A-Z and RAZ Kids Subscriptions, 3 Cheers for Pre-k, Waterford Early Learning, Insights to Behavior Counseling Components. Power School UC Curriculum, Mastery connects assessment subscription and ICEV Turnkey 1 site license for CTE programs. Each item will be identified in the GMS individually.</p>	<p>\$1,712,646</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool) Salaries, benefits supplies, curriculum to support a truly summer school experience with a learning loss focus. OLCSD wrote for the 21st Century Grant but was not awarded. The grant outlined salaries, resources, and activities for our students in all schools. Our intent is to use that proposal for our Summer 2022 program. Includes supplies and materials to support summer school approved instructional time.</p>	<p>2,425,751</p>
<p>Equipment and/or Supplies Computers, Ipads, Internet hotspots for students and teachers when in remote status, technology infrastructure needs, Red Cat Audio devices.</p>	
<p>Additional FTE</p>	

<p>Other Priorities Not Outline Above</p> <p>Lakota, Distance and mental health wellness</p> <p>Oglala Lakota County School District has worked to develop two areas of instruction since the onset of COVID19. For decades, the school district has provided a special Lakota instruction class to students, but in recent years, the need to develop the Lakota speaking, Lakota history and culture into the main curriculum has become more realized as families seek to have students immersed in their Lakota identity. The mission of the Oglala Lakota County School board is to “Strengthen the Lakota identity and values of students and to assure their overall well-being and academic success”. To reach this goal, teachers are willing to take our approved curriculums and translate them into Lakota in a way that is both understandable to grade levels of students in K-8, but also more attuned to the values of the Lakota. As part of this work, we anticipate the need for additional supplies and staffing and local presenters as we seek to remodel the existing system into something better and more relevant to the Lakota students we serve. Our measuring stick will continue to be the NWEA MAP assessments and the state assessments as student outcomes will continue to be our focus.</p> <p>A large component of the Lakota Immersion is the ability to provide instruction with a Lakota perspective. The Life skills of the Young Lakota curriculum provides for many aspects of social learning from the Lakota perspective. This curriculum expansion to include all students and all teachers will continue to grow as it meets Character Counts components in a Lakota manner. The Social-Emotional component also ties in very well with</p>	<p>\$793,027</p>
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the concern that many students may have regressed in their social comfort zone having been at home with only family for the past year and a half. Allowing students to slowly and comfortably regain their social side of life while learning more about their history and culture guides this component.

The second area of instruction that we continue to work towards is Distance Learning. COVID19 saw a large influx of students from other counties in South Dakota to Oglala Lakota County because we were offering distance learning to our students. In the 2020-21 school year, we simply put the open enrolled students into the same distance classes our teachers were already doing, but as we have learned over the course of the year, distance students need different supports than students in the classroom. As we look forward, we want to provide the open enrolled students the option of distance classes, but we want to provide them with specific, dedicated, certified teachers while also providing our staff an incentive to teach another group of students. To that end, we are exploring a distance learning option for students who are open enrolling in our district that utilizes our staff and what we have learned with distance instruction in K-8. As we look towards funding both of these alternate forms of learning, we will utilize best practices for instruction combined with our district approved curriculums. The new instructional areas would include salaries and supplies.

The main component to the distance learning is that we are not overloading our already full classes, but are instead offering certified teachers outside the traditional school day to provide services for students. We will continue to expand to meet the needs of the students who are coming to our district while potentially providing additional support to the teachers of the distance classes. Includes supplies and materials to support the provided services.

Social Studies and Lakota Studies work is meant to bring the cultural relevance piece to our new Social Studies Standards. If our students are to make the necessary gains, we must ensure that what we teach is culturally relevant and reflects their Lakota identity. This work between our Lakota Studies department and Social Studies teachers will allow that to happen and bring about an increase in student achievement.

Our student mental health and wellness has suffered during COVID and has had a significant impact on their academic achievement. We need to address these issues for our students to be ready to learn. This funding will allow our teachers, counselors, and nurses to collaborate and create a curriculum that will benefit our students' mental health and wellness

Avel eCare, LLC will provide services during normal school hours such as developing students health plans due to trauma from COVID related with collaboration with parents, health care providers and school staff.

CIP Training with physical skills and CIP training without physical skills. Nonviolent crisis intervention training with advanced physical skills & trauma spectrum disorder. And, nonviolent crisis intervention training & trauma & autism spectrum disorder.

<p>Libraries</p> <p>In the past decade as the schools have grown in population, the library areas were not able to be preserved and were converted into either classroom space or small group instruction spaces. With the recent remodels and expansions to the schools, we have worked to restore our libraries to be both traditional with books as well as updated with eBooks and resources. We have employed a high school librarian and an elementary librarian to help the process of developing library guidelines. Knowing that learning loss is greater than just math and reading and involves learning in all areas, we feel that expansion of the libraries with books, shelves, eBooks, and resources to develop curiosity and exploration will help our students find the love of learning that may have been lost during the pandemic.</p>	<p>\$445,000</p>
<p>Professional Development</p> <p>As we look to the next few years, we would like to tailor our professional development to best meet the needs of our staff. Since we are staying course with our curriculums, we can work to provide professional development on instructional strategies instead of curriculum content. This will be a new approach for us as we have utilized instructional coaching, but meeting teacher needs to better instruct students is an area we want to develop for not only now but for the future. Includes books, material and travel expenses related to the approved professional development.</p>	<p>\$900,000</p>

Total budgeted by 05/31/2023	\$6,276,424
Indirect cost rate % 3.2800	261,400
Total budgeted	\$ 6,537,824
Remaining – Research underway for additional supports	\$ 1,693,108
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$8,230,932

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	The OLCSD Students in grades 3 rd -8 th and 11 th are Below Basic and Basic in both reading and math data on the SD State Assessments. Consistent curriculums, specific interventions and supplements and aligned assessments will help to keep the academic focus for all students.	Outdoor classrooms, physical education, health education, behavioral assessments, social workers, relevant Life skills of the Young Lakota curriculum, and afterschool and summer school opportunities will be implemented to help all students in the four K-8 elementary schools. The wellness center addition for Lakota Tech in the construction section will be aimed to provide social, emotional, mental and physical wellness for the 9 th through 12 th grade students.
Students from low income families	OLCSD is a Title I Schoolwide District. All interventions planned are for all students.	All students will have social, emotional, and mental health considerations as well as physical wellness and health instruction.
Students of color	The OLCSD student body is over 95% Native American. All students will receive the same supports.	The high rate of diabetes for Native children will be the focus for prevention in outdoor classrooms at the K-8 elementary schools and the wellness center at the high school. The high rate of youth suicides will be the focus for the behavioral assessments, Life skills of the Young Lakota, and extended day and summer school programming.

<p>English learners</p>	<p>OLCSD has less than 10 students that have been identified as English Language learners. The home language for those students is referenced as Lakota. To aid in the instruction for all students, the Lakota Immersion classes will seek to provide a balanced education of SD Standards and Lakota history, culture, and language.</p>	<p>All students will have the same opportunities for social, emotional, and mental health considerations. While the majority of the students identified as EL are in the elementary, the same considerations will be implemented in the high schools with opportunities for cultural identity built into the existing programming.</p>
<p>Children with disabilities</p>	<p>OLCSD has always included the Special Education students in the main stream curricular planning. The core curriculum, supplements, and interventions will be used with all levels of students from mild to severe to the best possible extent. All students will have the opportunity to benefit from the curricular purchases. OLCSD employs special education teachers and paraprofessionals in all grade levels K-12.</p>	<p>Children with disabilities will be included in all social, mental, and emotional health components. Children with disabilities are currently assigned teachers that make referrals for counseling and intervention supports and this will continue as we move forward.</p>
<p>Students experiencing homelessness</p>	<p>During any given year, OLCSD has students who become homeless. Many families reside in multi-generational homes due to the housing shortage in Oglala Lakota County. All students are provided hot meals each day, school supplies, and assistance in recovering or finding any documents for registration. All students are given transportation to and from school. OLCSD seeks to provide all students with every support possible to be successful.</p>	<p>Homeless students are identified at the principal's office through the McKinney Vento paperwork. Referrals to the social workers and counselors is a step taken to help the families with any and all resources the school has to offer. This may include shower space, laundry access, clothing and food pantries, appointment scheduling, and transportation to appointments. OLCSD strives to make any student struggling with a place to live feel like once they get to school, life will be okay. Services are provided for all students, K-12.</p>
<p>Children in foster care</p>	<p>OLCSD provides all students the same academic opportunities. If new students join the school, they are afforded all the supports needed to be successful.</p>	<p>Counselors and social workers are often the first contacts for students identified in foster care. Staff work to ensure students feel safe at school and are cared for emotionally, mentally, physically, and socially. Students are given school supplies,</p>

		food and clothing supplies, and counseling services if needed to be successful. Services are provided for all students K-12.
Migratory students	OLCSD does not currently have any migratory students identified, but understands that in the ranching environment surrounding some of the schools, it is possible to have migratory students at any given time. The supplemental and intervention programs would be used to support students whose needs may be different than the normal populace of students. This would include grade level remediation as well as extension.	The same social, emotional, and mental supports would be applied to any migratory students entering the Oglala Lakota County School District. Care and attention from the social workers and counselors to support students who move frequently is already a consideration currently used within the district.

**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	
<p>Academic Supports Technology Oglala Lakota County looked at several variables to support students and teachers with learning loss. Knowing that technology is one of the single most important ways we have to reach students who are working remotely, Oglala Lakota County would dedicate a significant amount of the learning loss dollars to be able to provide devices to all students both onsite and students working from home. In addition, most families do not have personal internet access to sustain multiple students working from home. In order to provide for hybrid instruction when in the green, yellow, and orange levels as well as complete remote instruction in the red level; Oglala Lakota County would like to include technology components related to devices, connectivity, and infrastructure upgrades to be able to successfully instruct students when they are at home. Teachers instructing with a mask on can be very muted. Schools are exploring Red Cat devices to amplify the teacher’s voice so all students in the classroom and students in a virtual simultaneous instruction are able to hear.</p>	\$1,678,394

<p>Computers, Ipads, Internet hotspots for students and teachers when in remote status, technology infrastructure needs for camera system with RTI for managing and monitoring switches and access points, Red Cat Audio devices, projectors for each instructional classroom. Updated staff communication system to connect the Oglala Lakota County School District. The communication system is the telephone lines that would connect the whole district with one company. We have been having issues with communication connection with teachers, this would help them all be on the same network.</p>	
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<p>Outdoor Classrooms</p> <p>The school day has many components. The physical education and health classes comprise often the highlight of day for many students. With the COVID19 restrictions, PE classes have become more singular exercises with little contact among students. The Oglala Sioux Tribe mask mandate requires students and staff to be masked at all times. Oglala Lakota County students have traditionally shown higher rates of diabetes and pre-diabetes. Knowing that many students did not have a lot of physical activity during the reservation lock-down; Oglala Lakota County would like to expand the areas outside the school by providing outdoor classrooms that can be used in four seasons for both instruction and physical activity. The outdoor classrooms would provide unique seating as well as play areas that will help with student activity and greater exposure to fresh air. The outdoor classrooms would allow Oglala Lakota County schools to have a greater impact on student activity and well-being while still providing instruction in the health components of the curriculum.</p>	<p>\$1,000,000</p>
<p>Educator Professional Development</p>	
<p>Interventions that Address Student Well-Being</p>	
<p>Strategies to Address Workforce Challenges</p> <p>EAP Services for staff due to COVID protocols and adjustments within the organization.</p>	<p>\$ 25,659</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$2,704,053</p>

- 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
<p>Overview</p> <p>See Attachment: OLCSD Rationale</p>	

<p>Project #1 Lakota Tech High School Expansion</p> <p>Lakota Tech High School was built to handle a capacity of 400 students. To date, 489 students are enrolled. COVID19 Hybrid access allows the school to accommodate current students but an expansion is a priority for the school district as the needs of the students grow. The bulk of the construction costs will be aligned to help best meet the needs of Lakota Tech High School to include expansion of general education classrooms, CTE specific classrooms, and social, emotional, mental, and physical needs of students in the high</p>	<p>\$12,193,823</p>
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school setting. Classroom expansions in both areas of instruction will be priority for the funding with additional costs set aside to expand the welfare of the students coming to school.	
Project #2 Wolf Creek Expansion Wolf Creek has repairs and upgrades as well as expansions of cafeterias and kitchen expansion in order to respond to the needs that have resulted from the COVID pandemic.	\$2,204,947
Project #3 Rockyford Expansion and Repairs Rockyford School is the combination of an older school with a more recent expansion. Components of the older school are in need of renovation and repair to meet the needs of the students in the building.	\$107,470
Project #4 Batesland Repairs Batesland School has some repairs and classroom remodels on their list of needs. In the original construction of the new section, two classrooms were left as open areas, COVID19 has shown the need to have the spaces more contained so the areas can be cleaned and separated from the main hallways. The repairs will be to the existing structure based on needs.	\$85,050
Project #5 Red Shirt Repairs Red Shirt School has many internal and external repairs on their list of school needs.	\$250,000
Project # 6 Water infrastructure Project Water infrastructure at the Wolf Creek/Lakota Tech/ teacher apartment site construction. This requested project does not include the drilling of the well.	\$3,467,000
Project # 7 Teacher Housing Project The teacher housing construction will help with the shortage of teachers and give the Oglala Lakota County School District the resources to attain teachers by providing housing	\$6,287,700
Project # 8 Lakota Tech Automotive and Welding Classroom The facility would allow us to offer such a needed and desired student pathway. The space would provide areas for the school mechanic to repair buses. Lakota Tech would be able to better space students within the classrooms since the enrollment in 2022-23 exceeded our goals, topping in over 400 students. To create this strand, Oglala Lakota County would like to construct a new building that will allow for traditional classroom space and classroom bays for hands-on instruction.	\$5,275,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$29,870,990

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 OLCSD will utilize SPED funding, Title I funding, Impact Aid funding, Title VI funding, and general aid funding to maintain staffing and normal supplies for the school district, we acknowledge that the American Relief Funds are a one-time funding opportunity for our district. We will utilize the additional funds to achieve goals for student education and construction while maintaining our normal district expenses so that after the grant has expired, we are able to maintain our normal functions for years to come.	To Be Determined based on need

By allocating over eight million towards instruction and learning loss and over four million towards transportation, technology, and outdoor classrooms, OLCSD hopes to be able to meet student needs that have become clear with the COVID19 pandemic. This opportunity is unlike any other historical event and will help the district provide resources to best assist teachers in the district. The additional money allocated towards technology, transportation, and outdoor classrooms are aimed at needs that will help our district during this difficult time to provide instruction and spacing in order to slow the spread of the COVID19 virus. Technology will be used to bridge the gap for students who are electing to work from home. It will help onsite teachers with devices that enable to them teach synchronous with the students in the class. Technology devices will bring internet to homes of families and staff

<p>that do not have internet. Additional buses will help decrease the number of students on each bus to help minimize the spread during transportation. The expansion of outdoor classrooms will allow for additional students to be able to learn utilizing resources outside. The outdoor classrooms will also help to promote activity and fun for students who may have spent a lot of time indoors this past year.</p> <p>Ultimately, these additional district funds are very much appreciated as we all strive to provide the right education and the right components to help our staff provide the instruction to the students in our district. The remaining funds will be utilized to support the construction needs within the district. This includes expansions to school sites, teacher housing, and the wellness center at the high school.</p>	
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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</p> <p>The OLCSD American Relief Plan is written to impact all of the students in the district. This includes all students who were remote learners from March 2020 to April 2021 and those who remained remote learners to the last day of school in May 2021. The plan will include all students in the 2021-22 school year who may be remote, both in-person and remote, or in-person during the school year. In order to meet the needs of the students and families, OLCSD will implement an onsite plan, a hybrid plan, and a fully remote plan in the event of any of the OST Risk levels identified. To be able to offer all services, the technology components of the OLCSD Plan are integral to engaging students in instruction. Our intent is to be firm by following policies while being more supportive in providing help to families to keep their children online attending class and completing their coursework.</p>
<p>Missed Most In-Person</p> <p>About ½ of our students were remote from March of 2020 to the end of the year 2021. We know that remote learning is not the same as in-person learning with the teacher at school, but it is better than no learning. We have learned a lot this past year about teaching online. We have developed systems of support for teachers and students. We have made home visits, more phone calls than ever before, and have provided meals to the children each day – a continuation of ESSER I and II and we will continue all the services to help meet the academic, social, and dietary needs of the students. Regardless of whether the students returned to the school in April of 2021, we know that all of our students have missed out on instruction during this pandemic.</p>
<p>Did Not Participate in Remote Instruction</p>

All students received remote instruction from March 2020 to April 2021. Of those that did not participate, teachers kept logs of parent calls and attempts to re-engage the students. Overall, some of the issues were lack of adequate technology knowledge, lack of technology devices, refusal to participate, lack of support to help at home, and disillusionment with the learning process.

We are enforcing our absentee policies this year. Last year we tried to be supportive of parents and the internet issues they faced and while we will continue to be sympathetic to their needs, we will also provide greater support to ensure their devices are working remotely, so they can participate regularly. We have people in place to monitor student progress at the high school level to ensure students are participating and completing courses on time. We have emphasized that social workers will be meeting with families who are struggling with academic problems, technology problems, or social/emotional problems that are preventing them from attending class.

At Risk for Dropping Out

We didn't drop students this past year. We extended every opportunity for students to keep coming knowing that they too were struggling in the COVID19 pandemic. This year, we will provide greater door to door support to get students back on track early in their absenteeism so they can be successful. We will provide families with support to engage their children in the school sessions. We will drop student and report students who are not willing to participate in school.

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>Overview, including the three highest priority needs that emerged from consultation</p> <p>Once we went to remote learning in March 2020, schools and teachers made regular communication with the families as we sought to set up our distance plan. Feedback came in the form of calls to the schools, zoom sessions with teachers, and calls to the elected board members.</p> <p>At the beginning of the 2020-21 school year, calls were made to families and visits during registration about the instruction preference for students. As the new year began, teachers shared information from students about online learning which was not ideal for many of them either.</p> <p>While the worst days of the pandemic hit our area in October and November 2020 and families buried loved ones, some staff were hospitalized, and others traumatized with fear, we continued with online learning and our Open Enrollment numbers continued to climb. The statistics on the news for Native American communities, low-income areas, and multi-age families were scary in the least for our county. While the Oglala Sioux Tribe sought to lock down the borders and keep the Oyate safe, Oglala Lakota County School district continued to enroll new students, strive to improve our instruction online, and open a new high school. In the first of the year, 2021, the Oglala Lakota County School Board moved to require all staff to be vaccinated or provide a medical or religious exemption. Staff were guided to local vaccination clinics and began the first steps to returning to school. By April 2021, staff had met the requirements. At the April board meeting, the Oglala Lakota County School Board voted to allow the return of students for families who were interested, it was the first step towards reopening our schools. No other school, tribal, BIE, or private had opened their</p>

doors during the pandemic, yet OLCSD saw the need to get students back in school and began paving the way for the other schools to follow. OLCSD used school reach, Facebook, the district website, KILI radio, letters, and phone calls to alert families that they had a choice to allow their children to return. The schools called families and asked their preference. In the end, 50% of the students returned to school in-person having left their school over a year earlier. 50% still have not returned to in-person instruction in the schools.

Students

Student needs have been the catalyst for the ARP budgeting. Knowing that our students were behind before the pandemic has created a wave of concern on how to help them catch up. A better vision is to assess the students and move them forward in a growth model by utilizing our core curriculums and providing supplemental and intervention supports at all levels. Knowing that some students will remain remote learners throughout this next year, has prompted the consideration of additional curriculum components to help the online learner be successful. All of our Core curriculums had an online portion, but through the use of the funding, we will be able to provide a more robust level of online support for students while also providing onsite support materials for those students who are coming back to the school. Understanding that the families want the students who are unable to be vaccinated at this time to still be safe, the expansion of the busing fleets, expansion to school sites, and constant mitigation strategies help families feel more secure that OLCSD is keeping student safety in the forefront.

High School students met with counselors, the Dean of Students, assistant principal and success coordinators about their progress and what they would need to finish the grade or graduate. Many high school students returned to their very first day of school at Lakota Tech in April 2021, a very different first day in a brand-new school than we had envisioned, but a happy day all the same. While the high school students may have been the most tech savvy of all the students, they were eager to engage in the social aspects of school.

Families

OLCSD utilizes personal calls to families to get their input on their child’s selection for onsite or remote instruction. The budgeting for the ARP funds is based on the needs learned from the families throughout the past year. Technology devices and technology training emerged as key pieces that families need. Curriculum resources that can be used both in-person and online have been something we have continuously sought to improve. During the past year, the board meetings were also hosted via zoom so families could attend if they chose.

School and district administrators (including special education administrators)

The OLCSD Administration Team consists of the Superintendent, Director of Curriculum, Director of Food Service, Director of Special Education, Director of Human Resources, Director of Federal Programs, Director of Security, Director of Projects, Director of Technology, Director of Lakota Resources, Director of Facilities, Business Manager, Batesland Principal, Red Shirt Principal, Rockyford Principals, Wolf Creek Principals, the Virtual High School Principal, and the Lakota Tech Principal and Assistant Principal. The Admin team meets twice a month to review the COVID19 Plan, student instruction, and any areas of interest or need in the schools. Planning for the return to school and the needs of the schools began early in the 2020 school year with the addition of the HVAC Air Filtration systems and continue to this day with meetings on how to work within the OST Tribal COVID19 Risk Levels.

Teachers, principals, school leaders, other educators, school staff, and their unions

Principals are the lead liaison between the administration and board meetings and their staff. Both the certified and classified unions attended most zoom board meetings throughout the pandemic.

Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail)

The Oglala Sioux Tribe is the governance for Oglala Lakota County School District. The OST has a specific Education Committee that meets regularly to provide guidance and assistance to the schools on the Pine Ridge Indian Reservation. When the declaration was made in March and the schools scrambled to begin remote learning, the OST also implemented a lockdown. In the months that followed, essential employees were identified which included custodial, maintenance, administration, and food service. Teachers and paraprofessionals remained working from home teaching students via zoom. In March, the OLCSD presented the first plan to bring back students to the Education Committee. We were advised to present the plan for input to the Indian Health Service and to the Tribal COVID19 Task Force. After some adjustments, the COVID19 plan was approved and parents were called to determine their preference to either return to school or remain remote. It was at that time, that nearly 50% of the students came back to school.

As we plan for the 2021-22 school year, the Oglala Lakota County School District Back to School Plan was again presented to the OST Tribal Education Committee. A couple recommendations were asked to be included. These included testing kits for students and staff and mid-day temperature checks.

The Oglala Lakota County School district strives hard to meet both the state requirements and the tribal ordinances during the pandemic.

Civil rights organizations (including disability rights organizations), as applicable

The only organization that sought public input during the pandemic was a group supporting Senate Bill 68 which included Lakota instruction in the schools. OLCSD has had Lakota Instruction in the schools for decade but will work towards more immersion opportunities that also include more history, language, and culture.

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

Parents are generally the point of contact for many of these areas. OLCSD works with both the juvenile detention center in Rapid City and in Kyle to provide worksheets and textbooks to incarcerated children. OLCSD works with the Department of Social Services and Tribal Social Service groups for any students within their care.

The public

The regular board meetings are held monthly and are open to the public, when possible, in person or via zoom when we are in the orange or red level. Public comment is included for all board meeting agendas.

Most public comments make their way to the superintendent through either board members, or from the principals. All efforts are made to address any public needs when possible.

9-14-2021 the Oglala Lakota County School District School Board met to review the additions to the Back to School Plan, per the suggestions from the Department of Education. While in session, the board also discussed the funding as it related to the American Relief Plan adjustments. Any changes to the Back to School Plan or American Relief Plan will be posted on the website as Board Approved 9-14-2021 Plans.

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.

The link can be accessed at: www.olcsd.com under the 21-22 District Information Page or directly at: <https://www.olcsd.com/page/2021-22>

**Oglala Lakota County School District
ESSER II and III
Funding Rationale**

The Oglala Lakota County School District is a South Dakota public school that resides within the boundaries of the Pine Ridge Indian Reservation. The school district is comprised of four elementary schools, Batesland School, Red Shirt School, Rockyford School, and Wolf Creek School, the Oglala Lakota County Virtual High School, and Lakota Tech CTE High School. The dynamics on the reservation center primarily around the towns of Pine Ridge and Kyle, SD, where grocery stores are located. Smaller communities often have a convenience store and post office. The population estimate of Oglala Lakota County as reported by the United States Census Bureau in July 2019 was 14,177 people over a land base estimated to be 2,093 miles in size. Oglala Lakota County bus drivers travel over 3,500 miles daily for student transportation to school. This equates to 577,500 miles for the 165 student days per calendar year. If we host afterschool activities each day, mileage per year reaches 750,000 to 1,000,000 miles for student services.

Students attend Oglala Lakota County Schools in all four corners of the rectangular county with Red Shirt Elementary in the northwest corner, Rockyford Elementary in the northeast corner, Batesland Elementary in the southeast corner, and Wolf Creek Elementary and Lakota Tech High School in the southwest corner. The number of students eligible for school within the county is 3% greater than the state of South Dakota in ages 0 to 5 and 12.3% greater than the statewide average in persons under 18 years of age. The poverty level is at 40.1% compared to the statewide average of 11.9%. Oglala Lakota County School District qualifies for Title I assistance because of the poverty level and qualifies for Impact Aid because most of the county resides on federal land, thus creating a very small tax base. These two funding sources along with normal state aid help Oglala Lakota County to meet the basic needs of the students served. Our schools have the potential to be fully staffed to serve the students; however, the county itself does not have adequate housing for educators and support staff.

In the 2020-2021 school year, with the 385 staff employed, 41% of the staff drive to work from outside the boundaries of the county. Each year, OLCSD struggles to find quality teachers for the schools simply because of the lack of community resources including homes to rent or buy, places to exercise, communities to join, and health care for family needs.

A lot of thought and consideration went into the first round of funding to ensure the overall well-being of our students and staff. As we contemplate the second and third rounds of one-time funding, we want to ensure that the students ultimately gain the most from the ESSER dollars. To do that, one very important need and priority is to be able to offer services to potential employees that our communities are not able to do. By providing school housing for our employees, we would be able to entice teachers and support staff to apply for our positions. Our two largest schools, Wolf Creek and Rockyford both offer space onsite for the development of teacher and school personnel housing. Strong teaching staff that are able to stay in the district over time can have a large impact on student success. In his book, *The Key to Classroom Management*, Dr. Robert Marzano shows the meta-analysis of quality teachers and the impact on student achievement. When the teacher turn-over is great, the student achievement decreases. Each year, OLCSD struggles to keep quality teachers and entice new teachers to come and work.

The opportunity to actually change a course of history rarely comes, but the COVID19 epidemic has shown how important teacher sustainability is. With over 41% of the staff working outside

the school district, and with the tribal boundary patrols in place, our school district had to require staff to work from home because getting through the security checkpoints required passes that weren't available to all staff at the beginning of the school year. The staff that lives within the boundaries were able to come and help with food distribution and support. Teachers that live on the reservation often worked from the school site for their distance teaching. This unique challenge this year emphasized the importance of school housing and the real-life connections it has to student success.

As we read through the State guidance on the ESSER funds, we wanted to ensure we were within the law. On page 2 of the guidance, "Per federal law, school districts that receive ESSER Funds may spend them on: Any activity authorized by ESEA, IDEA, AEFLA, Perkins or McKinney-Vento." Since ESSA was the reauthorization of ESEA and ESEA guidance for Title VIII Impact Aid includes section 803 Construction, we are seeking to use ESSER dollars for the construction of teacher housing at the Rockyford School site and the Wolf Creek/Lakota Tech site to meet our needs for a sustainable teacher workforce.

Building upon what we have learned this year, the Oglala Lakota County school district has seen the need for two distinct tracts of education within the current school structures. The first is distance learning. Knowing that the school district must abide by the OST Ordinances and spent the greater portion of this school year in distance learning, the need to have a dedicated strand of teachers in K-8 is a key part of the 2021-2022 school year. One full strand of teachers comprising every grade level K-8 will be created and housed at the Wolf Creek School. The goal will be for this strand of teachers to instruct all distance learning students in the 2021-22 school year. The teachers will be onsite while the students will be remote. Students will be required to attend in person, in COVID19 parameters to test in the fall, winter, and spring, and to participate in all state testing in their grade levels. To do distance learning effectively, the teachers will apply for the position knowing that they will spend their entire school year working with the students who are home-based. Professional Development training will begin in the summer for this strand of teachers so they can more effectively monitor student attendance and engagement in the classes. Additionally, devices to make distance learning more effective and accessible will be researched and purchased so that the online students have access to an equitable learning experience.

The second need that has been identified in the last two years, is the need to have classes tailored to the Lakota Language and Oceti Sakowin Essential Understandings. To achieve this goal, the Oglala Lakota County School District will offer another strand of teachers to provide instruction in Lakota to students in all grade levels, K-8 at the Rockyford School. To make this happen, teachers will apply and once selected will begin curriculum work to take our approved curriculums and the state standards and create a Lakota-based curriculum for each grade level. Teachers will need additional professional development for the development of the lesson planning to meet the needs of the students in Lakota while ensuring grade-level standards are being met.

To help both new strands of education and our current teachers in all schools, Oglala Lakota County would like to provide a classroom paraprofessional to each classroom across the district. While we have many paraprofessionals currently employed, by ensuring every teacher has a paraprofessional we will begin work addressing a potential year of loss of learning due to COVID19. Each school has an instructional coach but by adding classroom paraprofessionals to all classrooms, the teachers and school team will be able to use assessment data from NWEA MAP and other assessments to help create small groups for students. The goal for 2021-22 will be to meet student needs while moving towards grade-level content standards using the

approved core curriculums. Additional assessment, core curriculum and intervention support resources will be added to help with whole class and small group instruction. The addition of the paraprofessionals with the one-time funding will be one aspect the district will work to fund after the grant has expired. Data collection will ensue to determine the effectiveness of the additional staffing.

Another component for our district is the overall health concern faced by Native American children on the reservation. Obesity statistics for the state of South Dakota cite Native students at a higher rate for being overweight and obese. Proper nutrition and health care are key components to helping students and families make better choices for food. With only two grocery stores on the reservation, families often struggle to create meals with foods such as fruits and vegetables, simply because healthy foods are generally more expensive than bulk foods. The USDA commodity resources provide families with meat but also many starchy products like pasta and canned foods that continue to exacerbate the obesity issues. Proper health and exercise are often a struggle in the cluster communities due to lack of resources, COVID19 precautions to stay in one's yard, and the potential for injury outside the home due to dogs being unmaintained. The school sites have always offered health and nutrition supports through the connections with the Tribal Diabetes program, Physical Education classes, and health classes. Due to the last year of remote learning, students need places to go and participate in healthy, sports, and exercise during school hours, after hours, and on the weekends. The ESSER funding designated for learning loss will help transportation with costs for afterschool and Saturday school opportunities for students. Upgrades to the library systems, shelving, and books will help provide areas for students to search for books and projects that help increase their learning.

Throughout the COVID19 Pandemic, the OST tribe reported rises in suicide cases. The Oglala Lakota County School District received word that one of our students was a confirmed case despite the school's efforts to provide online counseling services. The school counselors have asked for a mental health counselor onsite for a few years and the growing statistics of suicide attempts and completions puts Oglala Lakota County in the top five counties in South Dakota struggling with suicide prevention.

In addition, Oglala Lakota County has an above-average disparity for identified Special Education students many of which require occupational and physical therapies. Often space is an issue for providers to give students the exercise they need. A specific and central location for services could be coordinated so all SPED occupational therapists and physical therapists could utilize shared resources.

To address the suicide crisis situation coupled with the obesity conditions and SPED needs, an expansion to Lakota Tech High School would enable several needs across the district to be merged for a successful student-related support system within the school district. The Health Expansion to Lakota Tech would provide additional classroom space for Lakota Tech to expand the Health Department and allow better spacing within the current structure. In the new classrooms, high school students would have the opportunity to continue work on career certifications in health, physical education, wellness, nursing, emergency services, and sports medicine. The addition to Lakota Tech would also include a conference room for parent and student training, an indoor walking/running track, a classroom space for occupational and physical therapists to provide services, office space for a Health Director, nurse practitioner, and mental health counselors.

Lakota Tech is the most reasonable location to create the space for the Health wing because it currently offers health-related classes for the high school students and over ½ the enrolled students of Oglala Lakota County attend either Wolf Creek or Lakota Tech. In addition to the construction, the initial salaries of the director, nurse practitioner, and mental health counselors would be included in the ESSER funding. The district would strive to make the costs sustainable for future years so the services would continue. In conjunction with the health component, Oglala Lakota County School District would like to construct playgrounds at the four elementary schools that could be accessible to students before and after school, during the summer, and used for Physical Education and health classes during the school year. Knowing that COVID19 has taken a toll on students, having safe and fun equipment outside for play is essential to student health and well-being.

A second component for Lakota Tech would be the addition of the career cluster, Transportation, Distribution, and Logistics strand. By offering another cluster, Lakota Tech would be able to better space students within the classrooms. To create this strand, Oglala Lakota County would like to expand the current space on the transportation building to allow for traditional classroom space and classroom bays for hands-on instruction. The transportation strand/Auto Technology would include small repairs and vehicle maintenance exploration. In addition to the opportunity to expand the career tracts at Lakota Tech, the addition of classroom space would be very beneficial in student spacing in the school since the enrollment in 2020-21 exceeded our goals, topping in over 375 students.

When the location of Lakota Tech was approved, it was knowing that eventually, the school board would want to create a second high school located to the north of the county so that students would not have to travel so far to get to a Public CTE High School. With the completion of Lakota Tech this year and the large enrollment that exceeded the projections for the first year, coupled with the COVID19 distancing requirements, the need for another school site for high school students is becoming a reality far quicker than OLCSD could have imagined. With the tight timeline ahead, OLCSD would like to consider the opportunity of expanding the Rockyford School site by adding in a larger kitchen area that would serve to connect the current school structure to a new construction area for 9th-12th grade students. This structure would follow the CTE concept of Lakota Tech but would address the strands that are not covered in the current high school. This new construction building on a school site ready for development would be able to decrease student contacts while increasing student opportunities. Some potential career clusters for this school could include: Architecture and Construction, Hospitality and Tourism, Agriculture, Food & Natural Resources, and Arts, Audio/Video Technology & Communications since Rockyford is closer to resources in the Rapid City area related to construction and tourism and the Badlands and surrounding areas have agricultural connections and art resources not as readily available near Pine Ridge. While this facility may not make the budget, the project is something we want to keep considering as many of the students want to return to school and we are held to ½ capacity by Tribal ordinances. Creating more spaces for students to learn is becoming essential amid the restrictions we are facing.

Other ideas that have been dreams of the past include student dormitories to help with the homeless and foster care situations faced by many students on the reservation. School-owned, staff-managed, dorms for students would be ideal for many students who live in cramped housing conditions or in shelters.

Finally, considerations for afterschool tutoring, summer school, library expansions, building upgrades/repair at all sites, food service repair and expansions, additional PPE supplies,

technology purchases, connectivity purchases, and professional development round out the needs of Oglala Lakota County School District.

In summary, between the ESSER II and III funding, Oglala Lakota County would like to propose the following items for consideration. ESSER II Budget and Narrative and ESSER III Budget and Narrative attached.

Construction - ESEA (ESSA- Impact Aid Section 803 Construction)

- Wolf Creek Cafeteria Expansion
- Rockyford Immersion Expansion and building repairs
- Red Shirt Building Upgrades/Repairs
- Batesland Building Upgrades/Repairs
- Expansion of Lakota Tech for Health Wing Wellness Center
- Expansion of Lakota Tech Transportation Bay/Auto Tech Classes
- Teacher Housing at Rockyford/Wolf Creek/Lakota Tech Sites

Learning Loss

- Summer School Opportunities K-12
- Afterschool Tutoring K-12
- Playground expansions at Batesland, Red Shirt, Rockyford, and Wolf Creek
- Library Expansions for student and family learning at each site
- Connectivity Purchases
- Professional Development for Paraprofessionals, Lakota Immersion and Distance Learning Teachers as well as general professional development for all teachers
- Core Curriculum and Intervention curriculums and resources to support students to also include assessments for diagnostic decisions for small group services
- Lakota Immersion at Rockyford School Professional Development and Supplies
- Distance Learning at Wolf Creek School Professional Development and Supplies
- Transportation upgrades to reach students more effectively meeting COVID19 Precautions
- Technology Upgrades to devices and infrastructure to increase onsite and distance learning
- Salaries and benefits to support additional work time for afterschool programming, summer school programming, and Saturday programming to include salaries for facilities staff, food service, and security to ensure COVID19 protocols are in place in all situations.

Mental Health and General Health

- Health Wing at Lakota Tech to include:
 - Health Director, Nurse PA, Mental Health Counselors
 - Exercise opportunities and training for students and families

Sanitation and PPE Supplies

- Purchase of sanitation supplies and COVID19 temperature stations for the school facilities and transportation vehicles
- PPE - Masks, desk corrals, spacing dots, gloves

School Facility Repairs

- Kitchen updates and supplies at Batesland, Red Shirt, Rockyford, and Wolf Creek

Future Needs

- Expansion of Rockyford School from Prek-8 to Prek-12
- Student dorms for homeless and foster students

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