south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

800 Governors Drive
Pierre, SD 57501-2235

T: 605.773.3134
F: 605.773.6139
www.doe.sd.gov

American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School District Plan
(Approved August 16, 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: **Platte-Geddes School District #11-5**	**Total ARP ESSER Funding Available:$1,024,140**
Date of School Board Plan Approval: August 16, 2021; August 15, 2022	**Budgeted to Date: $968,075**
ARP ESSER School District Plan URL:	**Amount Set Aside for Lost Instructional Time: $204,828**

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview **Per the CDC recommendations, the Platte-Geddes School Distict will work with local health and state health officials to implement layered mitigation strategies. The district will continue to encourage healthy hygiene habits like handwashing and respiratory etiquette (coughing into the crook of the elbow). Hand sanitizer and disinfectant wipes will be available in all classrooms. High touch areas like door handles and handrails will be cleaned regularly. Social distances will be implemented where possible. Masks will be recommended.** **The Platte-Geddes School District may purchase additional signage to prevent and promote approved COVID-19 mitigation strategies.**	
Equipment and/or Supplies **Hand sanitizer, hand soap, CDC approved disinfectant, additional seating, masks, healthy hygiene signage**	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	

Academic Impact of Lost Instructional Time

Narrative	Approximate Budget
Overview **The Platte-Geddes School District will offer summer school learning opportunities for all K-12 students during the summer of 2022 and 2023 to address the academic impact of lost instructional time. Students will work individually with certified teachers and focus on lessons that address their specific learning gaps identified by the Smarter-Balance Assessment and district assessment tool (STAR 360).** **The Platte-Geddes School District has hired an elementary interventionist to divide each K-3 reading class into a third section, thus smaller class-size. The individual will also revamp existing reading interventions to make them more effective and evidence based (MTSS-RTI-The Big 5).**	

The Platte-Geddes School District may purchase additional evidence-based intervention programs to address the academic impact of lost instructional time. (MTSS-RTI-The Big 5) **The Platte-Geddes District will implement the Waterford Early Learning Program for students in Half-Day Kindergarten through 2nd grade and Title I students. The program is personalized and adaptive for the individual learners. Waterford's At-home access allows students to extend their learning beyond the school day and over the summer months.** The district has purchased a "Picture in Writing" Curriculum. The curriculum is an art-based literacy model prove to improve writing and visual literacy skills in a wide range of learners, while fostering a love of picture books. The goal of the program is to create passionate young readers and writers while developing the students' artistic abilities **The district also worked with KSB School Law who working with students in grades 3-12 on crisis management, digital citizenships, and the negative social-emotional effects of social media.**	
Specific Evidence-Based Interventions (eg., curriculum, assessments) **The Waterford Early Learning is an evidence-based early literacy and math/science program. The program is adaptive and provides intervention strategies to build foundation literacy skills and address learning gaps.** **Elementary interventions will be geared around Response to Intervention and the Big 5.** **Picture in Writing** **KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media**	**$26,144**
Opportunities for Extended Learning (eg., summer school, afterschool) **The Platte-Geddes District will provide summer school opportunities for all students K-12.**	**$56,825**
Equipment and/or Supplies	
Additional FTE **Elementary Interventionist**	**$62,000**
Other Priorities Not Outlined Above **School Safety and Crisis Management Training,**	**$7,590**
Total Approximate Budget for Academic Impact of Lost Instructional Time	

Investments Aligned with Student Needs

2. 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	Individual summer school sessions focused on student-specific learning gaps Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students Cooke Center for Human Connection Virtual Family Mental Health Nights for all students School Safety & Crisis Management Plan Training KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media
Students from low income families	Individual summer school sessions focused on student-specific learning gaps Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students	KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media

	Picture in Writing Curriculum for K-5 students	
Students of color	Individual summer school sessions focused on student-specific learning gaps for all K-12 students Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students School Safety & Crisis Management Plan Training Cooke Center for Human Connection Virtual Family Mental Health Nights for all students KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media
English learners	Individual summer school sessions focused on student-specific learning gaps for all K-12 students Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students Cooke Center for Human Connection Virtual Family Mental Health Nights for all students School Safety & Crisis Management Plan Training KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media

Children with disabilities	Individual summer school sessions focused on student-specific learning gaps for all K-12 students Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students Cooke Center for Human Connection Virtual Family Mental Health Nights for all students School Safety & Crisis Management Plan Training KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media
Students experiencing homelessness	Individual summer school sessions focused on student-specific learning gaps for all K-12 students Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students Cooke Center for Human Connection Virtual Family Mental Health Nights for all students School Safety & Crisis Management Plan Training KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media
Children in foster care	Individual summer school sessions focused on student-specific learning gaps for all K-12 students Waterford Early Learning w/ at-home access for K-2 families	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students

	Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Cooke Center for Human Connection Virtual Family Mental Health Nights for all students School Safety & Crisis Management Plan Training KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media
Migratory students	Individual summer school sessions focused on student-specific learning gaps for all K-12 students Waterford Early Learning w/ at-home access for K-2 families Evidence-based reading intervention program for K-3 students Picture in Writing Curriculum for K-5 students	Hope Squad Peer-to-Peer Mental Health/Suicide Prevention program for 6-12 students Hope Squad Mental Health/Suicide Prevention Curriculum for K-5 students Cooke Center for Human Connection Virtual Family Mental Health Nights for all students School Safety & Crisis Management Plan Training KSB School Law student training for crisis management, digital citizenship, and the negative social-emotional effects of social media

Investments in Other Allowed Activities

3. Describe how the school district will spend its remaining allocation consistent with section 2001(e)(2) of the ARP Act (see here for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview **NA**	
Academic Supports	

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

4. 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 **The Platte-Geddes School partnered with Site Logiq to conduct a facilities assessment in both the elementary and high school buildings. Currently, the district is in the process of prioritizing a variety of renovation projects and potential new construction that will address air quality, social distancing, and make the schools safer for students and teachers alike.**	
Project #1 **Based on the air quality assessment, the Platte-Geddes School District may use ARP funds to cover projects that improve the air quality in the elementary and high school building. Per the CDC, Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air.**	**$815,516**
Project #2 **The Platte-Geddes School District may add a new weight room, cheer/dance practice area, and gymnasium to allow for adequate social distancing and improving ventilation/air quality in these crowded areas.** **The current weight room doesn't have adequate ventilation or adequate space to meet social distancing recommendations. Per the CDC, Improving**	

ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air.	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	

5. 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 **The Platte-Geddes School District will use General and Capital Outlay funds or grants to purchase other essential needs or initiatives.**	

Engaging Students at Risk

6. 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 **The Platte-Geddes School District has offered summer school for K-12 students during the summer of 2021. The district will continue to offer summer school services to all students during the summers of 2022 and 2023, if ESSER III funds are still available.**
Missed Most In-Person **Summer school services will be offered to students who missed the most in-person instruction. The district may offer courses to students through the South Dakota Virtual School to assist with credit recovery or required courses.**

Evidence-based academic interventions will be in place to assist chronically absent students in the elementary school.
Did Not Participate in Remote Instruction **Summer school services will be offered to students who did not participate in remote instruction. The district may offer courses to students through the South Dakota Virtual School to assist with credit recovery or required courses.** **Evidence-based academic interventions will be in place to assist students that did not participate in remote instruction in the elementary school.**
At Risk for Dropping Out **Summer school services will be offered to students who are at risk for dropping out. The district may offer courses to students through the South Dakota Virtual School to assist with credit recovery or required courses.** **Evidence-based academic interventions will be in place to assist students that are at risk for dropping out in the elementary school.**

Stakeholder Consultation:

7. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

Narrative
Overview, including the three highest priority needs that emerged from consultation **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.** **Student/staff safety, addressing learning loss that occurred during the COVID-19 Pandemic, are the district's highest priorities.** **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.**

If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.
Students **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**
Families **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**
School and district administrators (including special education administrators) **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**
Teachers, principals, school leaders, other educators, school staff, and their unions **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) **NA**
Civil rights organizations (including disability rights organizations), as applicable

The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan. **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**
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 **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**
The public **The Platte-Geddes School District will publish the ARP plan for public comment. The Platte-Geddes School Board will review the ARP plan at their monthly board meetings. This will provide all stakeholders an opportunity to voice their opinions about the ARP Plan.** **If the Platte-Geddes School District decides to complete a renovation project, there will be community meetings to share the district's plan. District stakeholders will have an opportunity to provide input, share opinions, and ask questions.**

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)