

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

Updated: 8/9/2021

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.

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| School District: Milbank School District | Total ARP ESSER Funding Available: \$ 1,220,712 |
| Date of School Board Plan Approval: August 9 th , 2021 | Budgeted to Date: \$846,466 |
| ARP ESSER School District Plan URL: | Amount Set Aside for Lost Instructional Time: \$538,423 |

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 In order to be the most efficient at keeping our facility clean, we elected to hire another custodian and purchase a bigger, faster auto scrubber to maximize efficiency. Below is the budget summary necessary to accomplish these tasks. | |
| Equipment and/or Supplies Cleaning supplies, Auto-Scrubber | \$16,684 |
| Additional FTE One additional FTE staff was hired. | \$131,744 |
| Other Priorities Not Outlined Above | |
| Total Approximate Budget for Mitigation Strategies | \$148,428 |

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 |
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| Overview The Milbank School District identified in-person learning as the most effective strategy to provide supports for students who lost instructional time. The school district has purchased new up-to-date math curriculum with the most current online resources to best accommodate our students in the event of a shut down. We also paid for summer intervention services through previous ESSER related monies. Staff has also attended extra trainings for reading and math for intervention strategies. | |
| Specific Evidence-Based Interventions (eg., curriculum, assessments) School district will be replacing/updating district curriculum. | \$294,000 |

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| School district will use data revealed in NWEA and SBAC Interim testing measures to identify areas of strengths and weaknesses. Data will be used to drive instruction and curriculum reviews. Provide teachers supplemental instructional classroom materials. We also spent a significant dollar amount on intervention software. | |
| Opportunities for Extended Learning (eg., summer school, afterschool) See statement above | |
| Equipment and/or Supplies | |
| Additional FTE: 1 Additional title teacher was hired to assist with loss of instructional time. | \$244,423 |
| Other Priorities Not Outlined Above | |
| Total Approximate Budget for Academic Impact of Lost Instructional Time | \$538,423 |

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 |
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| All students | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a PE/Health course. Upperclassmen will be offered a</p> |

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| | <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | <p>variety of courses that focus on health and fitness.</p> |
| <p>Students from low income families</p> | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a PE/Health course. Upperclassmen will be offered a variety of courses that focus on health and fitness.</p> |
| <p>Students of color</p> | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside</p> |

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| | <p>the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | <p>resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a PE/Health course. Upperclassmen will be offered a variety of courses that focus on health and fitness.</p> |
| English learners | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a PE/Health course. Upperclassmen will be offered a variety of courses that focus on health and fitness.</p> |

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| | <p>support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | |
| <p>Children with disabilities</p> | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a PE/Health course. Upperclassmen will be offered a variety of courses that focus on health and fitness.</p> |
| <p>Students experiencing homelessness</p> | <p>At this time, we have no students in this population</p> | <p>At this time, we have no students in this population</p> |

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| <p>Children in foster care</p> | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a PE/Health course. Upperclassmen will be offered a variety of courses that focus on health and fitness.</p> |
| <p>Migratory students</p> | <p><u>Elementary</u> Students will have access to the title program, before school access and the OST program. There are interventions as needed throughout the day. Our teachers are also trained through a reading specialist throughout the year.</p> <p><u>High School</u> Through the Homeroom period during the school day, students will have extra access to their classroom teachers to receive extra time and support. We also have a dedicated staff member for credit recovery and opportunities. Students will have access to all staff for extra help time after school.</p> | <p><u>Elementary and Middle School</u> Students in these grades will have a weekly “Guidance” and PE classes. Guidance classes are taught by our school counselor or outside resources such as social workers or other mental health professionals. The PE classes will focus on a variety of healthy lifestyle habits. All students in these grades have access to the school counselor for private meetings when necessary.</p> <p><u>High School</u> Students in the high school will have access to the school counselor, as necessary. All freshmen are required to take a</p> |

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| | <p><u>Middle School</u> Through the homeroom period and Homeroom time, student will have extra access to their classroom teachers to receive extra time and support. Students will have access to all staff for extra help time after school. We also have a dedicated staff member for credit recovery and opportunities.</p> | <p>PE/Health course. Upperclassmen will be offered a variety of courses that focus on health and fitness.</p> |
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**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

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

| Narrative | Approximate Budget |
|---|-------------------------|
| <p>Overview The Milbank School District will continue to access the needs of the students and staff of the school district over the life of the funding. The ARP plan will be revised as at a minimum of every six months to ensure the plan continues to fit the needs of the stakeholders of the school district. Most of the categories listed under this section are being addressed in the learning-loss section of this document. The school district will work to address the needs of all students through professional development for our staff.</p> | |
| <p>Academic Supports NA</p> | |
| <p>Educator Professional Development Continue to provide staff with professional development training on use of testing data to identify strengths/weaknesses. Provide staff with supplemental classroom material and how to use it effectively in the classroom.</p> | |
| <p>Interventions that Address Student Well-Being: The Milbank School District has hired a full-time elementary school counselor to address the student well-being.</p> | <p>\$182,566</p> |

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| Strategies to Address Workforce Challenges NA | |
| Other Priorities Not Outlined Above NA | |
| Total Approximate Budget for Investments in Other Allowed Activities | |

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department’s prior approval. For further guidance, see [U.S. Department of Education’s FAQs](#) B-6, B-7, B-8 and C-27.

| Narrative | Approximate Budget |
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| Overview NA – addressed with ESSER II funding | |
| Project #1 NA | |
| Project #2 NA | |
| Total Approximate Budget for Renovation, Air Quality, and/or Construction | NA |

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

| Narrative | Approximate Budget |
|-----------------------|---------------------------|
| Overview NA | |

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - Students who did not participate or participated inconsistently in remote instruction
 - 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 |
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| <p>Overview The school district will continue to identify and work with at-risk students. The district will work with each student individually to meet the needs of that student to be successful in and out of the classroom.</p> |
| <p>Missed Most In-Person Summer intervention program during the summer Providing extra instruction during student homerooms</p> |
| <p>Did Not Participate in Remote Instruction Providing students with in-person instruction Providing any necessary technology to allow for remote engagement. Communication with families to address needs to help engagement in remote instruction when necessary.</p> |
| <p>At Risk for Dropping Out Students can take credit recovery classes.</p> |

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 |
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| <p>Overview, including the three highest priority needs that emerged from consultation After engaging in conversation about student needs due to the Covid-19 pandemic school shutdown, the district has identified the following needs for our students.</p> <ol style="list-style-type: none"> Continue to provide in-person learning with high quality instruction. Address the social, emotional, and mental health needs of our students especially those overly affected by the pandemic. <p>Continue to provide parents, students, and other stakeholders with regular updates on how the pandemic is affecting the school environment.</p> |

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| <p>Students We will be utilizing the NWEA MAPS assessment data, SBAC Interim assessment data, student behavior reports and attendance, and weekly grade reports to identify areas where students may be struggling.</p> |
| <p>Families Families are encouraged to participate in meetings (including school board meetings) to identify areas of need and how the ARP ESSER money should be used by the school district. We encourage families to communicate any concerns they may have with their students or the student body in general with district personal including classroom teachers and administrators.</p> |
| <p>School and district administrators (including special education administrators) School administration has weekly meetings to discuss issues in the district and to plan for potential issues arising due to the Covid-19 pandemic. Monthly staff meetings are held to gather concerns and provide updates to classroom teachers. The administration has become very familiar with the ARP allowable use of funds to use the ARP money effectively</p> |
| <p>Teachers, principals, school leaders, other educators, school staff, and their unions Monthly building level meetings are held with principals, teachers, and other school staff to determine evidence-based strategies that would best meet the needs of all students. Classroom teachers will have opportunities to undergo curriculum reviews and professional development to ensure the classroom material is effectively meeting student needs.</p> |
| <p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) NA</p> |
| <p>Civil rights organizations (including disability rights organizations), as applicable NA</p> |
| <p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students Families are encouraged to participate in meetings (including school board meetings) to identify areas of need and how the ARP ESSER money should be used by the school district. We encourage families to communicate any concerns they may have with their students or student body in general with district personal including classroom teachers and administrators.</p> |
| <p>The public The public is invited to participate in meetings (including monthly school board meetings) to address district concerns or needs and how the ARP ESSER funds should be allocated.</p> |

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.