



## Groton Area School District 06-6

502 N 2<sup>nd</sup> Street  
PO Box 410  
Groton, SD 57445

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

Updated: 6/8/2023

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 IDED-2021-OESE-0061 from April 22, 2021, the [ARP State Plan](#) issued April 21, 2021 from US ED, and US ED's [Frequently Asked Questions](#) issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

<b>School District:</b> Groton Area School District 06-6	<b>Total ARP ESSER Funding Available: \$576,991</b>
<b>Date of School Board Plan Approval:</b> Preliminary Plan Presented August 9, 2021	<b>Budgeted to Date: \$576,991</b>
<b>ARP ESSER School District Plan URL:</b> <a href="https://5il.co/x9sc">https://5il.co/x9sc</a>	<b>Amount Set Aside for Lost Instructional Time:</b> <b>\$188,926</b> <b><i>Required Minimum (\$115,399)</i></b>

## Prevention and Mitigation Strategies

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

Narrative	Approximate Budget
<b>Overview</b> The COVID-19 pandemic has required an intensified response by school districts to maintain clean and healthy school facilities for students, staff, and visitors. A focus on cleaning frequently touched surfaces with anti-bacterial and anti-viral cleaning agents remains part of the District's plan for the safe operation of school district functions.  The District's plan for maintaining regular instructional activities allows for individual choice related to the use of PPE including masks in most instances. Masks are required and will be provided to students who become symptomatic while at school or school events while waiting to leave the school facility. Additionally, PPE and masks are provided to district employees, in particular, those employees responsible for conducting the District's COVID-19 testing program (Note: Some PPE is available through the South Dakota Department of Health for those implementing the COVID-19 testing program and that expense is not reflected in this document).	
<b>Equipment and/or Supplies</b> The district will continue to purchase additional cleaning supplies, hand sanitizers, and PPE to aid in providing a safe and healthy learning environment for all students, staff, and patrons.	\$0
<b>Additional FTE</b>	
<b>Other Priorities Not Outlined Above</b>	
<b>Total Approximate Budget for Mitigation Strategies</b>	\$0

## 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
<b>Overview</b> Temporary school closures in the spring of 2020 followed by the resumption of online and remote learning for the final nine weeks of the 2019-2020 school year resulted in lost learning opportunities for students of all backgrounds across our District. During the 2020-2021 school year, the District resumed in-person learning with the exception of a small subgroup of students who opted-in to remote learning opportunities provided by the District. While the majority of students learned in a traditional classroom environment, many experiences periods of absenteeism due to quarantine or	

isolation as recommended by Centers for Disease Control and the South Dakota Department of Health for the purpose of minimizing the spread of COVID-19. Combined with new distractions as our focus shifted more heavily toward providing a safe and healthy physical environment, our students lived a much different educational experience throughout the 2020-2021 school year.

In order that we gain a more complete understanding of the impact of these significant changes on student academics, the District will implement a more cohesive system of informal assessments to inform decision making pertaining to relevant and necessary interventions and continue or expand existing opportunities for student academic support.

<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b></p> <p>The Groton Area School District will implement NWEA Maps testing to help in identifying the full scope of learning loss by student including specific skills where additional support, interventions, or curriculum adjustments are necessary. The District has operated a Response to Interventions program in grades K-5 including benchmark testing and progress monitoring. The NWEA Maps testing will be extended through the upper grades and have the benefit of longitudinal monitoring of students and programs. - \$35,750 (3 Years)</p>	<p><b>\$35,750</b></p>
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b></p> <p>The Groton Area School District will continue to operate a Connect 4 ED Summer School Program for students in grades 1-5 with an identified academic need. \$8,000 (FY2022); \$8,086 (FY2023)</p> <p>The Groton Area School District will continue to operate in person ICU (Instructional Intensive Care Unit) program for students in grades 6-12 in need of additional academic support. The program is designed to meet immediate needs of students facing academic difficulty in meeting course requirements either needing academic support or behavior support (i.e. assignment completion). - \$28,413 (FY2022); \$29,914 (FY2023)</p>	<p><b>\$74,413</b></p>
<p><b>Equipment and/or Supplies</b></p>	
<p><b>Additional FTE</b></p>	
<p><b>Other Priorities Not Outlined Above</b></p> <p>The Groton Area School District implemented the Brightspace Learning Management System during the 2020-2021 school year primarily as a means of preparing for fully remote learning. The systems also serves our students' in-person learning needs and allows for continuous connection to learning materials regardless of a student's physical attendance in school. - \$10,000 (FY2022); \$10,000 (FY2023)</p> <p>Instructional staff have been challenged to modify instructional practices to meet a wide variety of student situations since the onset of the pandemic in the spring of 2020. Instructional Staff Training aligned to meeting needs of students/addressing learning loss and completed during off contract time will be compensated. \$29,277 (FY2022); \$29,486 (FY2023)</p>	<p><b>\$78,763</b></p>
<p><b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b></p>	<p><b>\$188,926</b></p>

#### Investments Aligned with Student Needs

- Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students

disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.\*

Population	Academic	Social, Emotional, and Mental Health
<b>All students</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics through NWEA MAPS. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students, students of color, those experiencing homelessness, and children with disabilities.</p> <p>Student instruction and interventions will address students who are above grade level, below grade level, or on grade level.</p> <p>The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of the student population and any appropriate interventions.</p>
<b>Students from low income families</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics through NWEA MAPS. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students, students of color, those experiencing homelessness, and children with disabilities.</p> <p>Student instruction and interventions will address students who are above grade level, below grade level, or on grade level.</p> <p>The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p> <p>The district provides electronic devices (Ipads for K-5 students and PCs for 6-12 students) as well as internet connectivity through collaboration with the local telecommunications company for families without access enabling students from low-income families to benefit from available online learning opportunities (Brightspace).</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of the student population and any appropriate interventions.</p> <p>The District will work with low income families in need of community-based or private practice mental health services to identify programs available to offset or reduce personal cost for the services.</p>

	<p>Extended Learning Opportunities, including both ICU (Grades 6-12) and Connect4 Ed (Grades K-5) including transportation are provided without cost to families removing the financial barrier for access to these services.</p> <p>Through the National School Lunch Program' Seamless Summer Option, the District is able to provide no-cost meals to students. Additionally, private funding makes ala carte items (second servings and extra milk) available to students from low-income families at no cost.</p>	
<b>Students of color</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students, students of color, those experiencing homelessness, and children with disabilities. It is anticipated that future revisions of this document will include identified interventions. The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of students of color and any appropriate interventions.</p>
<b>English learners</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students, students of color, those experiencing homelessness, and children with disabilities. It is anticipated that future revisions of this document will include identified interventions. The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p> <p>The district provides electronic devices (Ipads for K-5 students and PCs for 6-12 students) as well as internet connectivity through collaboration with the local telecommunications company for families</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of our EL students and any appropriate interventions.</p> <p>The district will continue to provide interpreter services as necessary to communicate effectively with students whose primary language is not English.</p>

	without access enabling students from non-English speaking families to benefit from available online learning opportunities (Brightspace) including language translation software and access to English language instruction (i.e. Grammar Gallery) as prescribed on a student's Language Acquisition Plan.	
<b>Children with disabilities</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students, students of color, those experiencing homelessness, and children with disabilities. It is anticipated that future revisions of this document will include identified interventions. The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p> <p>Special education staff continue to monitor progress according to each student's IEP in consultation with the IEP team, including the student's parent(s)/guardian(s).</p> <p>Students with disabilities are provided with technology devices and connectivity as appropriate to enable access to content via the Brightspace LMS.</p> <p>Extended learning opportunities (specifically, Extended School Year (ESY)) services are considered for students with disabilities by the IEP team and provided as appropriate and required.</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of children with disabilities and any appropriate interventions.</p> <p>Social, emotional, and mental health are components considered by the IEP team in developing an appropriate plan for individual students with disabilities.</p>
<b>Students experiencing homelessness</b>	<p>The district does not currently have any enrolled students identified as homeless.</p> <p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics through NWEA MAPS. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students,</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of the student population and any appropriate interventions.</p> <p>In collaboration with the school counselor and the building principals, a plan would be developed to address identified or emerging emotional or mental health concerns for</p>

	<p>students of color, those experiencing homelessness, and children with disabilities.</p> <p>Student instruction and interventions will address students who are above grade level, below grade level, or on grade level.</p> <p>The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p> <p>Services would be provided to students experiencing homelessness, including no-cost access to school meal programs, transportation, and extended learning programs.</p>	<p>students experiencing homelessness which may include individual or group counseling and/or referral with school-coordination for a higher level of mental health care.</p>
<b>Children in foster care</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics through NWEA MAPS. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students, students of color, those experiencing homelessness, and children with disabilities.</p> <p>Student instruction and interventions will address students who are above grade level, below grade level, or on grade level.</p> <p>The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</p> <p>Children in foster care are always eligible for free school meals and receive additional meal benefits (ala carte items, second portions, extra milk) through private funding sources.</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of the student population and any appropriate interventions.</p>
<b>Migratory students</b>	<p>A major component of the District ARP-ESSER Plan revolves around the implementation of assessment and progress monitoring of student academics through NWEA MAPS. Assessments will be conducted for all students and supports provided based on individual student need including students from low-income families, EL or migrant students,</p>	<p>The District intends to work with on-staff mental health professionals and community-based counseling services to identify social and emotional needs of the student population and any appropriate interventions.</p>

	<p>students of color, those experiencing homelessness, and children with disabilities.</p> <p>Student instruction and interventions will address students who are above grade level, below grade level, or on grade level.</p> <p>The ongoing nature of the assessment will provide a tool for measuring the effectiveness of the supports/interventions and help identify any programmatic changes that may be beneficial.</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

4. 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
<b>Overview - NA</b>	
<b>Academic Supports - NA</b>	
<b>Educator Professional Development - NA</b>	
<b>Interventions that Address Student Well-Being - NA</b>	
<b>Strategies to Address Workforce Challenges - NA</b>	
<b>Other Priorities Not Outlined Above - NA</b>	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	

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

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

Narrative	Approximate Budget
<p><b>Overview</b></p> <p>In preparation for the 2020-2021 school year, the District in collaboration with community partners, installed mini-split air conditioning units in the classrooms of the MS/HS addition. The investment made improvements to the classroom environments and made it feasible for students to wear face masks if they desired.</p> <p>Two commonly used spaces in District facilities remain that aren't climate controlled year round. The 1969 gymnasium and the 2004 arena spaces do not have modern HVAC systems including air conditioning. Both spaces serve our athletics programs and play host to much of the community during the athletics seasons. The fall and spring seasons, in particular, would benefit from an updated climate controlled environment, including air conditioning and improved air filtration (air quality).</p>	



<b>Project #1</b> <b>HVAC Project – GHS Gymnasium/Arena</b>	<b>\$388,065</b>
<b>Project #2</b>	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$388,065</b>

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

<b>Narrative</b>	<b>Approximate Budget</b>
<p><b>Overview</b></p> <p>The majority of District focus relative to ARP ESSER is to address the short-term and long-range academic needs of our students by identifying areas in need of further intervention along with room to help fund the identified interventions. It is our belief that the use of a portion of this federal funding for the installation of modern HVAC equipment in a section of the building most often used by our public provides</p>	

#### **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.

<b>Narrative</b>
<p><b>Overview</b></p> <p>Since the beginning of the pandemic, the District has focused on providing continuity of services, including educational services and support services (e.g. access to meals and mental health services) in a safe and healthy school environment which has required the use of federal funding, ESSER I, ESSER II, and now ARP ESSER III.</p>
<p><b>Missed Most In-Person</b></p> <p>The District has identified those students who missed in-person instruction during the 2020-2021 school year. Those students were engaged with regular classroom teachers primarily through the Brightspace Learning Management System (LMS). The time and resources allocated to the adoption and use of the LMS will continue to support student instruction during the 2021-22 and 2022-23 school years.</p>
<p><b>Did Not Participate in Remote Instruction</b></p> <p>Those students who opted in to remote instructional options during the 2020-2021 school year and failed to meet academic benchmarks were required to resume regular in-person learning. As we move beyond the 2020-2021 school year, students not meeting academic benchmarks or falling behind their peers will participate in the ICU program or Connect4Ed Summer school program (dependent on grade level) or receive appropriate, targeted</p>

interventions through the Response to Intervention program (grades K-5).

**At Risk for Dropping Out**

The District has an Opportunity Coordinator who works in collaboration with the MS/HS Principal and the teaching staff to identify students at risk for falling behind academically or facing other social issues which might lead a student not to complete high school and to provide support services to help those students achieve high school completion.

**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><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>The District has provided and will continue to provide meaningful opportunity for input into the ARP ESSER plan as regular school board discussions about the ARP ESSER Plan. In particular, the board provided an opportunity for public input into this plan at its regular meeting on August 9, 2021 and will continue to provide this opportunity as the plan undergoes further revision.</p> <p>The three priorities addressed in planning include 1) Academic success, 2) Maintaining Instructional Opportunities in the midst of COVID-19, and 3) Addressing district HVAC needs.</p>
<p><b>Students</b></p> <p>Students are welcome to attend all meetings concerning the Return to School plan as well as monthly school board meetings.</p> <p>Students are also welcome to express their concerns through various student organizations as well as personal meetings with administration.</p>
<p><b>Families</b></p> <p>Families are welcome to attend all meetings concerning the Return to School plan as well as monthly school board meetings. The initial Return to School plan, developed in July 2020, was done in collaboration with a committee which included parents of enrolled children.</p>
<p><b>School and district administrators (including special education administrators)</b></p> <p>Administrative Team meetings are held on a regular basis and include topics to address ongoing and emerging needs relative to responding to COVID-19 related concerns and review of student academic data.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b></p> <p>Meetings and inservice sessions are held on a regular basis and include topics to address ongoing and emerging needs relative to responding to COVID-19 related concerns and review of student academic data. The initial Return to School plan, developed in July 2020, was done in collaboration with a committee which included members of the teaching staff.</p> <p>School staff are also welcome to express their concerns through personal meetings with administration.</p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b></p> <p>Not applicable.</p>

<b>Civil rights organizations (including disability rights organizations), as applicable</b> Not applicable.
<b>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</b> When there is a need to address the interests of the groups named above, the Groton Area School District will formulate a plan to address their specific and unique needs related to the COVID-19 pandemic and its impact.
<b>The public</b> The public is welcome to attend all meetings concerning the Return to School Plan as well as monthly school board meetings. The initial Return to School plan, developed in July 2020, was done in collaboration with a committee which included members of the public.

### **District Assurance of Regular Review**

The South Dakota Department of Education will collect assurances from superintendents that ARP ESSER Plans have been reviewed, available for public comment, and amended if necessary at these points during the school year:

- December 2021 (in conjunction with December Child Count)
- June 2022 (in conjunction with Year-End Sign-off)
- December 2022 (in conjunction with December Child Count)
- June 2023 (in conjunction with Year-End Sign-off)

To facilitate transparency, the department will post the link to each school district's plan on its website. It will be the responsibility of the district to ensure its link remains valid.