

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

Updated: 11/23/2021

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 IDEED-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: Centerville School District	Total ARP ESSER Funding Available: \$322,835
Date of School Board Plan Approval:	Budgeted to Date: \$322,835
ARP ESSER School District Plan URL:	Amount Set Aside for Lost Instructional Time: \$64,567

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 COVID and COVID factors for sanitation and mitigation was difficult to impossible with the kitchen equipment that we had. The Spring 2020 shut required none kitchen staff members to serve meals for over 6 month.</p>	
<p>Equipment and/or Supplies: The district will be utilizing ARP ESSER funds to purchase new kitchen equipment. The spring 2020 shut down with lunches being served for over 6 months with none kitchen staff put a great deal of wear and tear on kitchen equipment. The location, size, and function of our old equipment made social distancing and mitigation strategies impossible for kitchen staff during meal preparation and serving. Our old equipment made serving our students in safe distanced manner very difficult as well.</p>	\$258,268
<p>Additional FTE NA</p>	NA
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	\$258,268

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 The Spring 2020 shut down required teachers and students to learn in a video based format. Learning in this manner created learning gaps for students that need to be addressed. ARP ESSER funding will allow us to close some of those gaps and monitor students.</p>	

<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Because of learning loss and lost instructional time, the district was required to put new teaching and learning strategies in place. The district will be purchasing the NWEA Maps assessment to address and monitor student learning on standards of ELA and Math. The district will also be purchasing a new phonics program to address learning loss shortcoming from our early learners. The district will also be purchasing the Scholastic Reading online program to address reading interventions for learning loss. To address learning loss for high school students (credit recovery/online learning) this district will be purchasing licenses for Edgenuity. The district will also be purchasing new curriculum for high school classes in science and social sciences. The district will be paying certified teachers a stipend for summer school tutoring.</p>	\$56,767																												
<p><small>To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom. Budgeted items must be consistent with the activities described on the Program Information page.</small></p> <table border="1"> <thead> <tr> <th>Activity Code</th> <th>Object Code</th> <th>Allowable Uses #</th> <th>Expenditure Description and Itemization</th> </tr> </thead> <tbody> <tr> <td>1122-Elementary Summer/After School Instruction</td> <td>200-Salaries</td> <td>112- Learning Loss</td> <td>The district will be using ESSER funds to pay two teachers salaries for summer tutoring. Tutoring was provided for students who had fallen behind.</td> </tr> <tr> <td>1122-Elementary Summer/After School Instruction</td> <td>200-Salaries</td> <td>112- Learning Loss</td> <td>The district will be using ESSER funds to pay two teachers benefits for summer tutoring. Tutoring was provided for students who had fallen behind.</td> </tr> <tr> <td>1122-Elementary Regular Term Instruction</td> <td>200-Purchased Services</td> <td>112- Learning Loss</td> <td>The district is partnering with the Turner County Sheriff's Office to provide a school resources officer to help with school attendance and mental health.</td> </tr> <tr> <td>1122-MS/Jr High Regular Term Instruction</td> <td>300-Purchased Services</td> <td>112- Learning Loss</td> <td>The district is partnering with the Turner County Sheriff's Office to provide a school resources officer to help with school attendance and mental health.</td> </tr> <tr> <td>1122-Elementary Regular Term Instruction</td> <td>400-Supplies and Materials</td> <td>112- Learning Loss</td> <td>Through a needs assessment, the district is purchasing reading curriculum supports, interactive content lessons, and a lesson planner to provide a</td> </tr> <tr> <td>1122-MS/Jr High Regular Term Instruction</td> <td>400-Supplies and Materials</td> <td>112- Learning Loss</td> <td>Through a needs assessment, the district is purchasing science curriculum, social science curriculum, interactive content lessons, online course</td> </tr> </tbody> </table>		Activity Code	Object Code	Allowable Uses #	Expenditure Description and Itemization	1122-Elementary Summer/After School Instruction	200-Salaries	112- Learning Loss	The district will be using ESSER funds to pay two teachers salaries for summer tutoring. Tutoring was provided for students who had fallen behind.	1122-Elementary Summer/After School Instruction	200-Salaries	112- Learning Loss	The district will be using ESSER funds to pay two teachers benefits for summer tutoring. Tutoring was provided for students who had fallen behind.	1122-Elementary Regular Term Instruction	200-Purchased Services	112- Learning Loss	The district is partnering with the Turner County Sheriff's Office to provide a school resources officer to help with school attendance and mental health.	1122-MS/Jr High Regular Term Instruction	300-Purchased Services	112- Learning Loss	The district is partnering with the Turner County Sheriff's Office to provide a school resources officer to help with school attendance and mental health.	1122-Elementary Regular Term Instruction	400-Supplies and Materials	112- Learning Loss	Through a needs assessment, the district is purchasing reading curriculum supports, interactive content lessons, and a lesson planner to provide a	1122-MS/Jr High Regular Term Instruction	400-Supplies and Materials	112- Learning Loss	Through a needs assessment, the district is purchasing science curriculum, social science curriculum, interactive content lessons, online course
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<p>Opportunities for Extended Learning (eg., summer school, afterschool) NA</p>	NA																												
<p>Equipment and/or Supplies The district will be purchasing phonics, science, and social science curriculums.</p>																													
<p>Additional FTE <i>The district will be paying the salary for a shared services school resources officer for the 2021-2022 school year. The officer help address attendance issues, online engagement issues, and student behaviors tied to social emotion well being.</i></p>	\$7,800																												
<p>Other Priorities Not Outlined Above NA</p>	NA																												
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	\$64,567																												

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
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All students	The effectiveness of our added curriculums and programming will be measured through the purchased NWEA Maps assessments. The assessment data will be used and analyzed as students take those assessments. The district will continue its continuous school improvement process and make changes through those discussions and work. School counselors, Southeastern behavioral counselors, and the school resources officer will be available to all students for social emotion needs as well as mental health needs and concerns.	The shared services School Resources Officer will play a large role in this area. The effectiveness will be measured through the evaluation process and discussions with the resource officer.
Students from low income families	The effectiveness of our added curriculums and programming will be measured through the purchased NWEA Maps assessments. The assessment data will be used and analyzed as students take those assessments. The district will continue its continuous school improvement process and make changes through those discussions and work. The district's teachers and school improvement team will look at this subgroup to determine the effectiveness for the group. School counselors, Southeastern behavioral counselors, and the school resources officer will be available to all students for social emotion needs as well as mental health needs and concerns.	The shared services School Resources Officer will play a large role in this area. The effectiveness will be measured through the evaluation process and discussions with the resource officer.
Students of color	The effectiveness of our added curriculums and programming will be measured through the purchased NWEA Maps assessments. The assessment data will be used and analyzed as students take those	The shared services School Resources Officer will play a large role in this area. The effectiveness will be measured through the evaluation process and discussions with the resource officer.

	<p>assessments. The district will continue its continuous school improvement process and make changes through those discussions and work. The district's teachers and school improvement team will look at this subgroup to determine the effectiveness for the group. School counselors, Southeastern behavioral counselors, and the school resources officer will be available to all students for social emotion needs as well as mental health needs and concerns.</p>	
<p>English learners</p>	<p>The effectiveness of our added curriculums and programming will be measured through the purchased NWEA Maps assessments. The assessment data will be used and analyzed as students take those assessments. The district will continue its continuous school improvement process and make changes through those discussions and work. Translated plans are located in the office. The district's teachers and school improvement team will look at this subgroup to determine the effectiveness for the group. School counselors, Southeastern behavioral counselors, and the school resources officer will be available to all students for social emotion needs as well as mental health needs and concerns.</p>	<p>The shared services School Resources Officer will play a large role in this area. The effectiveness will be measured through the evaluation process and discussions with the resource officer.</p>
<p>Children with disabilities</p>	<p>The shared services School Resources Officer will play a large role in this area. The effectiveness will be measured through the evaluation process and discussions with the resource officer. The district's teachers and school improvement team will look at this subgroup to</p>	<p>The shared services School Resources Officer will play a large role in this area. The effectiveness will be measured through the evaluation process and discussions with the resource officer.</p>

	determine the effectiveness for the group. School counselors, Southeastern behavioral counselors, and the school resources officer will be available to all students for social emotion needs as well as mental health needs and concerns.	
Students experiencing homelessness	NA If a population of students experiencing homelessness were to become present, the students would become a part of our programming. Addressing and meeting their needs would become a part of our school improvement.	NA If a population of migratory students were to become present, the students would become a part of our programming. Addressing and meeting their needs would become a part of our school improvement.
Children in foster care	NA If a population of children in foster care were to become present, the students would become a part of our programming. Addressing and meeting their needs would become a part of our school improvement.	NA If a population of migratory students were to become present, the students would become a part of our programming. Addressing and meeting their needs would become a part of our school improvement.
Migratory students	NA If a population of migratory students were to become present, the students would become a part of our programming. Addressing and meeting their needs would become a part of our school improvement.	NA If a population of migratory students were to become present, the students would become a part of our programming. Addressing and meeting their needs would become a part of our school improvement.

**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
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	Budget
Overview NA	
Academic Supports NA	NA
Educator Professional Development NA	NA
Interventions that Address Student Well-Being The addition of a school resources officer previously mentioned falls into this category as well.	NA
Strategies to Address Workforce Challenges NA	NA
Other Priorities Not Outlined Above NA	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
Overview NA	
Project #1 NA	NA
Project #2 NA	NA
Total Approximate Budget for Renovation, Air Quality, and/or Construction	

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
<p>Overview</p> <p>NA</p>	<p>NA</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:
- 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 Spring 2020 shut down required teachers and students to learn in a video based format. Learning in this manner created learning gaps for students that need to be addressed. ARP ESSER funding will allow us to close some of those gaps and monitor students. Because of learning loss and lost instructional time, the district was required to put new teaching and learning strategies in place. The district will be purchasing the NWEA Maps assessment to address and monitor student learning on standards of ELA and Math. The district will also be purchasing a new phonics program to address learning loss shortcoming from our early learners. The district will also be purchasing the Scholastic Reading online program to address reading interventions for learning loss. To address learning loss for high school students (credit recovery/online learning) this district will be purchasing licenses for Edgenuity. The district will also be purchasing new curriculum for high school classes in science and social sciences. School counselors, Southeastern behavioral counselors, and the school resources officer will be available to all students for social emotion needs as well as mental health needs and concerns.</p>

<p>Missed Most In-Person</p> <p>We did not have students who missed most in-person learning. Students who missed minimal in-person learning will be addressed through the strategies mentioned above. Most importantly NWEA Maps assessment to monitor and address learning standards. They will engage in the numerous curriculum efforts that will be made. The school resources officer will help in these areas of attendance and social emotional health and well-being.</p>
<p>Did Not Participate in Remote Instruction</p> <p>Our students participated in remote instruction during the spring of 2020.</p>
<p>At Risk for Dropping Out</p> <p>The Edgenuity program will offer credit recover and online options for courses that students at risk of dropping out can take.</p>

Stakeholder Consultation:

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

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation</p> <p>After evaluating data and needs, the school community made the decision that assessments to track data, curricular programming, and a school resource officer were needed to identify learning loss and social emotion needs.</p>
<p>Students</p> <p>District administration and teachers discussed with students prior to NWEA assessments that added programming in phonics was needed. The high school administration also discussed with students prior to registration the Edgenuity program, new curriculum, and NWEA assessments and data take-away. The student advisory council provided input for what the funds should be spent on.</p>
<p>Families</p> <p>The district administration discussed learning loss as part of its return to learn plans. During conferences district stakeholders discussed learning loss with parents and guardians. Administrators have ongoing discussions with families through IEP meeting, school improvement meetings, and other school related meetings with families.</p>
<p>School and district administrators (including special education administrators)</p> <p>District administration was involved together as a team in the different discussions that surrounded all federal dollars.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p>

<p>After CARES Act funds and previous ESSER funds were spent on staff, mitigation strategies, and technologies to provide instruction, the administration (superintendent/principal, principal/athletic director, and business manager) discussed with teachers and staff options to address learning loss and COVID prevention/precaution strategies. Through a needs assessment and the use of data purchasing assessment tools and curriculum was decided.</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 Our school improvement process and IEP process lend themselves to these populations. They have been involved and incorporated in the decision making processes.</p>
<p>The public The continuous school improvement philosophy plays an important growth factor within our district. One key stakeholder within that committee is our public. As we progressed through the school year, the committee was involved in the discussion process for all factors involved with COVID including funding. Administration continues to share with the public happenings as a part of different civic organizations through our community (Rotary Club, Chamber of Commerce, etc...). The school board has an open door to the public and any and all agendas and minutes are made public to them for their review and question. The school will continue to be very open and transparent with all involved.</p>

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.