

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

Updated: 6/2/2021

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: Bison School District 52-1	Total ARP ESSER Funding Available: \$364,529
Date of School Board Plan Approval: 8/9/2021	Budgeted to Date: \$232,406
ARP ESSER School District Plan URL: bison.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$72,906

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- Funds will be used to purchase supplies to prevent the spread of COVID in the school building. We have a fogging machine that we will use daily along with other cleaning and mitigation supplies. We already retrofitted our water fountains to be bottle fillers.	
Equipment and/or Supplies- We will continue to purchase cleaning supplies, disinfecting wipes, disinfecting spray, hand sanitizer, tissues, paper towels, gloves and other needed supplies to clean classrooms and the school buses. We will also purchase large containers for athletes' water during games in an effort to eliminate shared use of water bottles.	\$5,500.00
Additional FTE – None at this time	
Other Priorities Not Outlined Above- None	
Total Approximate Budget for Mitigation Strategies	\$5,500

Academic Impact of Lost Instructional Time

- 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
Overview Funds will be used to purchase specific evidence-based interventions, provide professional development for teachers, online programs to enhance learning, and extended learning opportunities for our students. These strategies will be put into place so if the need arises to go remote due to the pandemic we will be prepared to service our students.	
Specific Evidence-Based Interventions (eg., curriculum, assessments)- We will be purchasing a subscription to NoRed Ink to improve our students' writing skills in grade 5-12. We will have teachers in grades K-3 trained in Pathways to Reading along with our Title 1 staff and use these reading strategies with our students. Teachers using Pathways and updated math materials will be given an annual refresher training to stay current with these programs. We will use various assessments to measure student learning loss such as the interim assessments in grades 3-8, 12. We will assess students in reading in grades K-2 with the DRA. Our Reading Street curriculum provides	

us with reading fluency assessments and our My Math series provides us with 4 benchmark assessments each year in grades K-5. Math core curriculum will be updated with current materials K-8 to provide additional interventions and online components. We will be sure to have online textbook options for students who will need those.	
Opportunities for Extended Learning (eg., summer school, afterschool) This summer and next summer we will provide summer school, tutoring, and ESY opportunities for our students free of charge as well as cover the cost of credit recovery programs. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery if needed to become academically successful. We will also offer an enrichment program to students in the area of STEM.	33,600
Equipment and/or Supplies We will be purchasing a subscription to NoRed Ink to improve our students' writing skills in grade 5-12. We will have teachers in grades K-3 trained in Pathways to Reading along with our Title 1 staff and use these reading strategies with our students. We will use various assessments to measure student learning loss such as the interim assessments in grades 3-8, 12. We will assess students in reading in grades K-2 with the DRA. Our Reading Street curriculum provides us with reading fluency assessments and our My Math series provides us with 4 benchmark assessments each year in grades K-5.	13,000
Additional FTE –The Principal position paid with ESSER II funds will also serve as our curriculum director and will monitor students' progress throughout the school year as well as managing our summer programs in an effort to reduce learning loss and provide additional supports for our students and our teachers instruction. This will be .34 FTE of the position	22,000
Other Priorities Not Outlined Above In case we go remote again due to COVID, we will be purchasing ICE online programs for computers, FACS, and AG classes as well as Quaver for our K-4 Music students. The ICE programs will be used for students absent due to illness, or if we go remote, and for in person instruction.	4,300
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$72,900

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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<p>All students</p>	<p>We are a small rural school and have been able to respond to our students and family's needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the MyMath Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through Nwas cooperative where we receive some of our special education services.</p>
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	<p>state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	
<p>Students from low income families</p>	<p>Each sub group has the opportunity to access any program that is available at our school district. We are a small rural school and have been able to respond to our students and family’s needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the MyMath Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through NWS cooperative where we receive some of our special education services.</p>

	<p>engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	
<p>Students of color</p>	<p>Each sub group has the opportunity to access any program that is available at our school district. We are a small rural school and have been able to respond to our students and family's needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the MyMath Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through Nwas cooperative where we receive some of our special education services.</p>

	<p>incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	
<p>English learners</p>	<p>We currently do not have this sub group in our student population. However, we will provide them the necessary services they need here at school to be successful. We are a small rural school and have been able to respond to our students and family’s needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the MyMath Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through NWS cooperative where we receive some of our special education services.</p>

	<p>occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	
<p>Children with disabilities</p>	<p>Our special ed students receive services as required by their IEP's. We have a special ed director, special ed teacher/case manager, and 4 paraprofessionals servicing these students. Although we are a small rural school and we have been able to respond to our students and family's needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a</p>

	<p>interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the My Math Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	<p>school psychologist through NNAS cooperative where we receive some of our special education services.</p>
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<p>Students experiencing homelessness</p>	<p>We currently do not have this sub group in our student population. However, we will provide them the necessary services they need here at school to be successful. We are a small rural school and have been able to respond to our students and family’s needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the MyMath Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through NWAS cooperative where we receive some of our special education services.</p>
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	<p>instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	
<p>Children in foster care</p>	<p>Each sub group has the opportunity to access any program that is available at our school district. We are a small rural school and have been able to respond to our students and family's needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the My Math Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through NWAS cooperative where we receive some of our special education services.</p>

	<p>classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</p>	
<p>Migratory students</p>	<p>We currently do not have this sub group in our student population. However, we will provide them the necessary services they need here at school to be successful. We are a small rural school and have been able to respond to our students and family’s needs during the COVID pandemic. All students will have access to interventions and remediation as deemed necessary by our annual benchmark assessments. We will use the DRA assessments in grades K-2, the state provided interim assessments in grades 3-8 and 11, curriculum materials such as benchmark assessments in the My Math Series and McGraw Hill math in grades K-8. Reading Streets fluency assessments in grades K-5. We will also provide technology devices for students in grades K-12 to complete their school work and to have accessible should the need for school closure and remote learning occur due to COVID. All students will have the ability to access summer programs for intervention, reteaching, and credit recovery free of charge if needed to become academically successful. We will also incorporate enrichment</p>	<p>Our small district has a school counselor who does counseling groups with each grade level, individual counseling, and referrals to Three Rivers counseling services in Lemmon. Our school counselor also has a mental health background. She services all of our students regardless of income, color, disabilities, homelessness, etc. She provides community resources to families in need during the COVID pandemic. She counsels students who struggle with this pandemic and how it affects them. We have the services of a school psychologist through NWAS cooperative where we receive some of our special education services.</p>

	<p>programs in STEM during the summer break. Evidence-based programs such as No Red Ink and Pathways to Reading will be incorporated into classroom instruction to better meet the needs of our students. We will also continue to incorporate Google classroom at all grade levels and use ICEV programs in our FACS and AG classes which is an online component of their curriculum that enhances in person instruction as well as remote engagement. We also use Quaver an online music program for grades K-6 which enhances in person instruction as well as provides remote online instruction if needed. Lastly, we will continue to evaluate student data through benchmarking, the interim assessments, teacher formative and summative assessments, and the state assessments at the end of the year. We will conclude our year with data retreat and goal setting for our next school year.</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
<p>Overview- As a small rural school district, our budget is dependent upon enrollment. The remaining funds allocated to us will be used to upgrade technology devices, upgrade some curriculum materials, provide professional development opportunities to staff, replace items in kitchen that are no longer functioning, provide online resources such as textbooks and programs for students to access in case we go remote due to Covid and provide other new opportunities for our students to explore academically.</p>	
<p>Academic Supports The purchase of 7 more active panels to replace our smart boards which are failing since they are over 10 years old. We need offsite data storage for</p>	<p>24,000 10,000 1,000</p>

<p>school data to protect our school data from theft. We need to purchase a new server for onsite management of the numerous new student and staff devices. Go Guardian subscriptions to maintain the integrity of our network and help monitor student activity in and out of school. 4 storage/charging carts for technology devices in elementary classroom.</p>	<p>2,000</p> <p>2,000</p>
<p>Educator Professional Development Allow all staff to attend 1 day at the TIE conference in Rapid City in 2023 to learn about new initiatives in technology and education to use to engage our students. Activ Panel training for all staff to use new devices. Continue to look for additional Google training and other programs useful during closures if we go remote due to Covid. Explore the idea of Stem education and provide training to staff to engage our students. Tuition reimbursement for teachers taking courses in student engagement, technology, or learning strategies.</p>	<p>10,000</p>
<p>Interventions that Address Student Well-Being Bring in motivational speakers for student assemblies on various topics such as suicide, drugs/alcohol, and mental illness. Our school counselor and school psychologist will be available for individual or student groups that need social/emotional supports. .67 salary for Principal position second year and benefits. This will continue to fund the principal position for the second year. The principal will also serve as the Special Ed director and help monitor and service students having issues academically and emotionally throughout the school year.</p>	<p>2000</p> <p>43,500</p> <p>17,500</p>
<p>Strategies to Address Workforce Challenges Appropriation of new desktop computers for administrative assistants to be able to keep accurate track of student attendance, grades, and records. Administration team training on school efficiency model if available or additional training on Infinite Campus.</p>	<p>6000</p>
<p>Other Priorities Not Outlined Above Purchase of convection oven to replace the one that is not working in the kitchen. It is needed to provide quality lunches to our students and to be able to provide and distribute lunches to all students should there be a future closure due to the pandemic. We also need a working oven hood to continue to use our stove to provide home cooked meals. Cost also includes installation. Science portable dishwasher to clean and sanitize science lab materials that students have touched and not spread germs or bacteria. Science/AG eyewash/shower station upgrade for privacy for students and better drainage in the classroom. Purchase of a Saw shop required by our insurance company for student safety in Shop classes.</p>	<p>10,000</p> <p>9,000</p> <p>10,000</p> <p>1,000</p> <p>6,000</p>
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$159,500</p>

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 Previous funds were used to add a global plasma system to our existing HVAC system in Dec. 2020. Maintenance of the plasma system is not due again until 2025.	
Project #1 Not applicable	
Project #2 Not applicable	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	0

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 Not applicable	

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- As a small district (140 students and classes between 10-20 students) we were able to keep track of the majority of our students while we were remote from March 13, 2020- May 20, 2020. Teachers were able to keep track of students who were not participating by recording attendance daily, work completion, and parent contact. During the 20-21 school year, only two days in September and 2 days in December were missed due to Covid.</p>
<p>Missed Most In-Person- All students attended school and followed the school districts attendance policy and if they were out due to close contact, quarantine, or Covid, they continued their instruction remotely via Zoom and google classroom.</p>
<p>Did Not Participate in Remote Instruction- During 2020 school closure, the teacher called parents if the student was not participating in remote instruction. We offered tutoring on zoom if they were having difficulty with the program. If they had to be out due to close contact, quarantine, or COVID, students worked remotely with google classroom on their device and teachers contacted them via google classroom, email or phone. A few students moved into our district during the 20-21 school year and showed gaps in their learning.</p>
<p>At Risk for Dropping Out- We have no students at risk for dropping out at this time.</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
<p>Overview, including the three highest priority needs that emerged from consultation- Discussed at board meeting 8/9/21</p> <ol style="list-style-type: none"> 1. Continuation of Principal position 2. Promethean Acti-vision boards 3. Equipment updates- convection oven, hood for stove, dishwasher in science lab.
<p>Students-Students were surveyed regarding their interest in courses so some of these funds could be put toward their ideas and improve student engagement.</p>

<p>Families-Families were surveyed during the school year for their input on several topics around funding and COVID. We will continue to find other opportunities to include parents and families in the upcoming school year.</p>
<p>School and district administrators (including special education administrators)- Discussions were held during staff meetings, leadership meetings, and school board meetings to gather ideas and input several times throughout the 20-21 school year.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions- Teachers and staff were asked at faculty meetings to give their input on use of the ESSER III funds several times. We received input from them and put those items in our ARP/ESSER III plans</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) Not applicable</p>
<p>Civil rights organizations (including disability rights organizations), as applicable Not applicable</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</p> <p>Stake holders representing children with disabilities were present. We currently have some foster children in our district and we encouraged the opinion of their caregivers. The other groups are not represented in our school population.</p>
<p>The public- The board meeting was advertised in the local paper and is open to the public. The open discussion was on the agenda for the August 9, 2021 board meeting, it was advertised so the public could give their input.</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.