

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

Updated: 11/14/2023

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><br><b>Winner School District 59-2</b>       | <b>Total ARP ESSER Funding Available:</b><br><b>\$3,352,336</b>  |
| <b>Date of School Board Plan Approval:</b><br><b>August 9, 2021</b> | <b>Budgeted to Date:</b><br><b>\$3,352,336</b>                   |
| <b>ARP ESSER School District Plan URL:</b>                          | <b>Amount Set Aside for Lost Instructional Time: \$1,382,176</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 |
|---|--------------------|
| <p><b>Overview</b><br/>           The ordering of masks, cleaning supplies, desk spacing, alternating lunch schedules, such as having students eat in their rooms every other day. Use of equipment and cleaning supplies to wipe down desks and knobs on a hourly basis when applicable. The cleaning equipment will also be used to clean the bathrooms twice a day. Along with water fountains only being used to fill containers.</p> |                    |
| <p><b>Equipment and/or Supplies</b><br/>           Masks, cleaning rags, spray, touchless sinks and water fountains etc.</p>  | <p>\$0</p>         |
| <p><b>Additional FTE</b><br/>           None</p>  |                    |
| <p><b>Other Priorities Not Outlined Above</b><br/>           Ensure we are consistent with the wipe downs and cleaning.</p>   |                    |
| <p><b>Total Approximate Budget for Mitigation Strategies</b></p>  | <p>\$0</p>         |

## 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><b>Overview</b><br/>           The Winner School District staff looked at local assessments to evaluate where our students stood academically. We found that a large majority of our students showed academic gains during the 2020-2021 school year. The assessments also indicated a small group of students who did experience learning loss for different reasons. The district will concentrate on meeting the needs of these students and provide support.</p> |                    |

|  |                                     |
|--|-------------------------------------|
| <b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b><br>Star Reading / Star math – textbooks, online curriculum | \$0                                 |
| <b>Opportunities for Extended Learning (eg., summer school, afterschool)</b><br>Summer school – 2 days / 6 weeks                       | \$123,874                           |
| <b>Equipment and/or Supplies</b><br>Computers / Infocus Boards (Smartboards) Technology<br>Edgenuity<br>Computers MS/HS 1:1 program    | \$121,687<br>\$ 36,225<br>\$325,000 |
| <b>Additional FTE</b><br>2 FTE for 2021-2022<br>2 FTE for 2022-2023<br>2 FTE for 2023-2024   | \$129,219<br>\$137,246<br>\$145,206 |
| <b>Other Priorities Not Outlined Above</b><br>Transportation / Food Service Delivery to our Ideal and housing students                 | \$17,018                            |
| <b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>   | <b>\$1,035,475</b>                  |

**Investments Aligned with Student Needs**

3. Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.\*

| <b>Population</b>   | <b>Academic</b>  | <b>Social, Emotional, and Mental Health</b>   |
|---------------------|--|---|
| <b>All students</b> | Summer school will be offered to help students who are academically behind. We will also have a Math/Reading Interventionist in the Elementary who will work with kids who are deficient in these areas. Curriculums may be slowed down to help catch up students in certain areas. Online programs will be used to supplement the teaching strategies in the classroom. | We will have additional counselors available for our students in the elementary and middle school. There has also been an Elementary Native American Advocate hired to help with attendance and communications with the family of our students who may be struggling. Transportation will also be provided for some of our students who live in housing or Ideal. |

|  |   |   |
|--|---|---|
| <p><b>Students from low income families</b></p>  | <p>The students from these families will have same access to all our school programs including OST, summer school, student/staff Friday's, and curriculum updates. We will also provide bussing for our students in the housing areas.</p>  | <p>The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services.</p> |
| <p><b>Students of color</b></p>                  | <p>The students from these families will have the same access to all our school programs including OST, summer school, student/staff Friday's, and curriculum updates.</p>  | <p>The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services.</p> |
| <p><b>English learners</b></p>                   | <p>The students from these families will have same access to all our school programs including OST, summer school, student/staff Friday's, and curriculum updates. We presently only have one student, and they receive services daily from our ESL instructor. We will look at ways to incorporate an inclusive curriculum. Rather that is getting translation devices or other devices.</p> | <p>The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services.</p> |
| <p><b>Children with disabilities</b></p>         | <p>The students from these families will have same access to all our school programs including Special Education Services in accordance with their IEP, OST, summer school, student/staff Friday's, and curriculum updates. They also have transportation provided if needed. One to one instruction if needed will be provided.</p>  | <p>The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services.</p> |
| <p><b>Students experiencing homelessness</b></p> | <p>The students from these families will have same access to all our school programs including OST, summer school, student/staff Friday's, and curriculum updates. We do not have any students currently.</p>   | <p>The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services.</p> |

|                                |  |  |
|--------------------------------|--|--|
| <b>Children in foster care</b> | The students from these families will have same access to all our school programs including OST, summer school, student/staff Friday's, and curriculum updates. We do have a handful of foster students who use these services. Communication with foster parents and community connections has allowed us to provide the services that are needed. We will pair these students with positive influences and ensure healthy learning environments are created for each individual. | The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services. |
| <b>Migratory students</b>      | The students from these families will have same access to all our school programs including OST, summer school, student/staff Friday's, and curriculum updates. No Migratory students currently.   | The Winner School District recognizes the impact of not having students in schools. These students will be given the opportunity to access our Social, Emotional, and Mental services. |

*\*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.

| <b>Narrative</b>  | <b>Approximate Budget</b> |
|---|---------------------------|
| <b>Overview</b><br>We will be purchasing updates to our system to allow for better connection with our online students along with students who may be doing Google Classroom. |                           |
| <b>Academic Supports</b><br>Lightspeed / Ruckus   | <b>\$35,630</b>           |
| <b>Educator Professional Development</b>  |                           |
| <b>Interventions that Address Student Well-Being</b>  |                           |

|   |                  |
|---|------------------|
| The hiring of counselor and native American advocate is a big step for us to help students who may need the extra attention.  |                  |
| <b>Strategies to Address Workforce Challenges</b><br>Looking at offering retention incentives of \$750 at the end of each semester for staff to be paid in December and May for the 2021-2022 and 2022 and 2023 school years. | \$172,634        |
| We will be offering another retention incentive for \$1,500 at the end of the First semester 2022.  | \$171,226        |
| Stipend to Tech to help staff   | \$2,841          |
| <b>Other Priorities Not Outlined Above</b>  |                  |
| We will purchase two vehicles to help with transporting students.   | \$69,006         |
| <b>Total Approximate Budget for Investments in Other Allowed Activities</b>   | <b>\$451,337</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 |
|--|--------------------|
| <b>Overview</b><br>We will be using ESSER III funds to offset the cost of our four elementary classrooms we are adding to help spread out our students.  |                    |
| <b>Project #1</b><br>The money from ESSER III will be used to pay for the four elementary classrooms that are being added on to the elementary.  | \$928,526          |
| <b>Project #2</b><br>The money from ESSER III will be used to pay for the Athletic Training Facility to help spread out our student athletes. The Winner School Board did not approve going forward with this due to bids coming in over a million over what was budgeted. | \$87,884           |
| <b>Project #3</b><br>The money from the ESSER III will be used to complete the following:<br><br>- Replace MS/HS Intercom system   | \$287,502          |

|  |                    |
|--|--------------------|
| - Replace doors/windows at the elementary school                                 | \$238,277          |
| - Install A/C in our elementary gym  | \$53,006           |
| - Install inclined platform lift in Armory                                       | \$56,676           |
| - Replace Armory/HS boilers  | \$213,653          |
| <b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b> | <b>\$1,865,524</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.

| Narrative  | Approximate Budget |
|--|--------------------|
| <p>The Winner School District wants to ensure that we give the best opportunity for an education to all our students no matter what the subgroup. Our district uses Title I and REAP Funding (Federal) to focus on student achievement for students who come from diverse backgrounds like: low socio-economic status, children with disabilities, homeless, and English Language Learners. These funds have allowed us to update our technology along with curriculum that ensure our students receive the opportunity to learn. We have purchased new lunchroom tables that allows for our students to social distance. The bathrooms have been updated with hand dryers along with touchless faucets to offset possible contamination. Masks have been purchased for any students who wish to wear one.</p> <p>The WSD will purchase/install an inclined platform lift for its main gymnasium to allow individuals in wheelchairs access to the top floor. This will allow us to use the top and bottom floors for ALL spectators/students to spread people out if we need to implement six feet apart regulations due to another outbreak of Covid-19.</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><b>Overview</b><br/> <b>Summer school will be offered to help students who are academically behind. We will also have a Math/Reading Interventionist in the Elementary who will work with kids who are deficient in these areas. Curriculums may be slowed down to help catch up students in</b></p> |

|  |
|--|
| <p>certain areas. Online programs will be used to supplement the teaching strategies in the classroom. We will have additional counselors available for our students in the elementary and middle school. There has also been an Elementary Native American Advocate hired to help with attendance and communications with the family of our students who may be struggling.</p> <p>Transportation will also be provided for some of our students who live in housing or Ideal.</p>  |
| <p><b>Missed Most In-Person</b></p> <p>The Winner School District did not track attendance during the 20-21 school year. The students had the option to go online if they had concerns about covid. We had advisors track the students time online along with contacting them once a week to see if they had questions. If a student was ill they were assigned lessons via Google Classroom and turned them in electronically. Staff members that were ill also were able to work from home with Google Classroom.</p> <p>Offered summer school / interventionists /</p>  |
| <p><b>Did Not Participate in Remote Instruction</b></p> <p>We did have quite a few students who had decided to go online for the school year. There were about 47% that did nothing during the year online. These students if K-8 were assigned summer school to help catch them up as much as possible. If they showed improvement they were promoted. In grades 9-12 were assigned credit recovery summer school to complete course work needed. The ones that did not do the course work they had to retake classes they failed this school year.</p> <p>Offer summer school / interventionists / retention</p> |
| <p><b>At Risk for Dropping Out</b></p> <p>We had a few kids that were identified. The Winner School District had the school counselor along with Administration (Native American Advocate sometimes) work closely with the student, parents, and teacher.</p> <p>Counselors / credit recovery classes / summer school / retention</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><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>The Winner School District has done a great job of communicating with all the stakeholders during and after the start of the COVID pandemic in 2020. The district sent out school reach</p> |



calls, emails, and had board meetings open for the public to voice any concerns. The school website has listed a link to our Well Start Plan since August 2020. Numerous zoom sessions were held with DOH/DOE about plans and processes.

The District's 3 highest priorities are to continue with the mitigation process but ensuring that our staff/students/visitors still have a choice, another one is to ensure that we provide the best opportunity for high quality education to our students, along with using ARP/ESSER funds to improve our school district.

**Students**

Our students will be temp checked every morning before school. The student council will be in communication with our student body for any concerns there might be. Along with this Administration/Teachers/Staff will be monitoring the well-being of our students.

**Families**

Communication will be stressed to ensure that everyone is aware of what is taking place in the Winner School District. Our district will be transparent about how we will be using ARP/ESSER funds. This will be accomplished by newspaper articles, website posting of the plan itself, along with disseminating information at the school board meetings. We also will be having discussions with the Rosebud Sioux Tribe Education department on how best to reach our Native American families. Parent's also are part of our School Improvement committee that will also be able to disseminate information to our school community.

**School and district administrators (including special education administrators)**

The Winner School District has weekly Administration meetings to discuss the fluid Well Start Plan. On the agenda each meeting is any changes in mitigation, Covid numbers, and updates on our ARP/ESSER plan.

**Teachers, principals, school leaders, other educators, school staff, and their unions**

The district has staff meetings once every two weeks during our student/staff Friday's. Discussion will include conversations on Well Start Plan, needs of the staff, along with updates on how the ARP/ESSER projects are going.

**Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail)**

The Winner School District will be in continuous contact with the Rosebud Sioux Tribe Education Department. Discussions will be held on the use of our ARP/ESSER funds in regard to helping our native American students along with our other students. Transparency will be key in these discussions. We will also be using Impact Aid money.

**Civil rights organizations (including disability rights organizations), as applicable**

The Winner School District will be accommodating and transparent to any organization that wishes to share input regarding ARP/ESSER funding and how it can help the students within our district. The District will encourage any civil rights organization to visit with the superintendent.

|   |
|---|
|   |
| <p><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></p> <p><b>The Winner School District does have a excellent ELL program. There is a certified ELL instructor who is available to the families to translate and receive their input on the ARP/ESSER funding and uses. Before school starts we have registration where students who may be homeless, foster, migratory, or undeserved students will be identified. Once this happens they will be allowed to comment on ideas or suggestions for the ARP/ESSER funds.</b></p> |
| <p><b>The public</b></p> <p><b>They will be notified through newspaper articles along with information posted on our website and the availability for them to attend school board meetings where public comment and input can take place.</b></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.