

**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.

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| School District: Parker School District | Total ARP ESSER Funding Available: \$393,454 |
| Date of School Board Plan Approval: August 9, 2021 | Budgeted to Date: \$393,454 |
| ARP ESSER School District Plan URL: https://www.parker.k12.sd.us/cms/lib/SD01916961/Centricity/Domain/4/12-15-20ReturnToLearn.pdf | Amount Set Aside for Lost Instructional Time: \$78,691 |

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 N/A | |
| Equipment and/or Supplies | |
| Additional FTE | |
| Other Priorities Not Outlined Above | |
| Total Approximate Budget for Mitigation Strategies | |

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education’s FAQ](#) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

| Narrative | Approximate Budget |
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| <p>Overview Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person. We will use our dollars for learning loss to add an additional special education teacher, which will lower case loads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson 2. Overt instruction 3. Student engagement with content 4. Give feedback | |

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| <p>5. Multiple exposure to material</p> <p>6. Application of knowledge</p> <p>7. Collaboration for student activity</p> <p>8. Building student self-efficacy</p> | |
| <p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <ul style="list-style-type: none"> The work of John Hattie <i>Visible Learning (a synthesis of over 800 meta-analyses related to learning)</i> The work of Robert Marzano <i>What Works in Schools, Classroom Instruction That Works, Classroom Management That Works, Classroom Assessment and Grading that Work, Effective Supervision, District Leadership That Works</i> <p>https://www.cnyric.org/tfiles/folder1306/8%20Strategies%20Robert%20Marzano%20and%20John%20Hattie%20Agree%20On.pdf</p> | |
| <p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> | |
| <p>Equipment and/or Supplies Curriculum needs for students with individual disabilities and specific IEP's developed to increase academic achievement varies from student to student. There may be curriculum purchased to fit those needs. Curriculum will be selected from the following website, which has vetted what works for success in instruction, strategies for delivery of instruction and content specific areas to fit specific disabilities.</p> <p>https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities</p> | |
| <p>Additional FTE 1 additional FTE in Special Education</p> | |
| <p>Other Priorities Not Outlined Above</p> | |
| <p>Total Approximate Budget for Academic Impact of Lost Instructional Time: 78,691</p> | |

Investments Aligned with Student Needs

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

| Population | Academic | Social, Emotional, and Mental Health |
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| <p>All students</p> | <p>Our plan to add an additional staff member to give assistance to students with disabilities allows us to impact all students' growth. Disabilities do not discriminate, all colors, races, religions, socio-economic status, and ability ranges are covered by this strategy.</p> | |
| <p>Students from low income families</p> | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special education teacher, which will lower caseloads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson 2. Overt instruction 3. Student engagement with content 4. Give feedback 5. Multiple exposure to material 6. Application of knowledge 7. Collaboration for student activity <p>Building student self-efficacy</p> | |
| <p>Students of color</p> | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special</p> | |

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| | <p>education teacher, which will lower caseloads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson 2. Overt instruction 3. Student engagement with content 4. Give feedback 5. Multiple exposure to material 6. Application of knowledge 7. Collaboration for student activity <p>Building student self-efficacy</p> | |
| <p>English learners</p> | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special education teacher, which will lower caseloads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson 2. Overt instruction 3. Student engagement with content 4. Give feedback 5. Multiple exposure to material 6. Application of knowledge 7. Collaboration for student activity <p>Building student self-efficacy</p> | |

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| <p>Children with disabilities</p> | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special education teacher, which will lower caseloads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 8. A clear focus for the lesson 9. Overt instruction 10. Student engagement with content 11. Give feedback 12. Multiple exposure to material 13. Application of knowledge 14. Collaboration for student activity 15. Building student self-efficacy | |
| <p>Students experiencing homelessness</p> | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special education teacher, which will lower caseloads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson | |

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| | <ol style="list-style-type: none"> 2. Overt instruction 3. Student engagement with content 4. Give feedback 5. Multiple exposure to material 6. Application of knowledge 7. Collaboration for student activity <p>Building student self-efficacy</p> | |
| Children in foster care | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special education teacher, which will lower caseloads for our current special education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson 2. Overt instruction 3. Student engagement with content 4. Give feedback 5. Multiple exposure to material 6. Application of knowledge 7. Collaboration for student activity <p>Building student self-efficacy</p> | |
| Migratory students | <p>Students with disabilities may be the most affected students due to the learning loss from the Covid19 pandemic. Many households decided to forgo services during remote learning, others may not have had the same success remotely as they did in person.</p> <p>We will use our dollars for learning loss to add an additional special education teacher, which will lower caseloads for our current special</p> | |

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| | <p>education staff. It will allow the entire staff to give more time to developing what Marzano and Hattie agree are the 8 most scientifically based strategies that affect student learning:</p> <ol style="list-style-type: none"> 1. A clear focus for the lesson 2. Overt instruction 3. Student engagement with content 4. Give feedback 5. Multiple exposure to material 6. Application of knowledge 7. Collaboration for student activity <p>Building student self-efficacy</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 |
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| Overview N/A | |
| Academic Supports | |
| Educator Professional Development | |
| Interventions that Address Student Well-Being | |
| Strategies to Address Workforce Challenges | |
| Other Priorities Not Outlined Above | |

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

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

| Narrative | Approximate Budget |
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| <p>Overview The Parker School District has done an air quality study for HVAC, and it was determined that it was a need for improvement in our district. It was also determined that space, in order to utilize social distance, is necessary as well. In that case, we have determined that our ESSER II, and ESSER III dollars are necessary to utilize for this process. We have also determined that additional technology may be needed to provide remote access for students.</p> | |
| <p>Project #1 Technology to provided remote learning to all students, such as, but not limited to: laptops, Chromebooks, servers, wiring, cabling, infrastructure, communication devices, access points, in home hot spots/internet access</p> | \$64,763 |
| <p>Project #2 Air quality improvements such as, but not limited to, HVAC, fans, vents, air conditioning, chillers, air handlers</p> | \$250,000 |
| 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 The Parker School District has used a strategic plan for the last six years to guide the needs of our district. We have utilized general fund, special education funds, and capital outlay funds to purchase curriculum, add staff such as instructional specialists, behavior specialists, and additional core subject areas as our ADM as increased. As for the response to Covid-19, we have used the same process with strategic planning, and it has been determined that we needed to compensate our staff extra for the additional time, and efforts they have shown during the pandemic, we have added technology so all students could utilize remote learning if needed, and we have decided that HVAC, air quality, and preparation for the next pandemic</p> | \$250,000 |

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| <p>is important. Additional staff for remote learning may be needed as well as additional mitigation space, ppe, and supplies may be needed as well.</p> | |
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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 |
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| <p>Overview The Parker School District has and will continue to conduct needs assessments locally to determine the most significant strategies to improve learning for our students. We may add staff, programs, space, curriculum, and time to our day to improve in all areas.</p> |
| <p>Missed Most In-Person Students that missed the most in person instruction may have the opportunity to use our credit recovery programs, utilize our in person, volunteer help days, and we may add staff before and after school for students that need extra in person time.</p> |
| <p>Did Not Participate in Remote Instruction Students that did not participate in remote instruction may have the opportunity to use our credit recovery programs, utilize our in person, volunteer help days, and we may add staff before and after school for students that need extra in person time.</p> |
| <p>At Risk for Dropping Out Students that did are at risk of dropping out may have the opportunity to use our credit recovery programs, utilize our in person, volunteer help days, and we may add staff before and after school for students that need extra in person 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 |
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| <p>Overview, including the three highest priority needs that emerged from consultation The Parker School District has developed a Safe Return to Learn plan committee, and through our committee meetings have developed our return to learn plan, along with the school board, to determine goals and strategies to use our funding. We have developed a priority list as well, and this committee, along with additional public input, will reconvene every six months to reevaluate our plan.</p> <p>Building improvements, Students with disabilities, Air quality Technology needs for communication</p> |
| <p>Students Students will be given opportunities through the year to voice opinions on school improvements, facility improvements, educational needs, and technology needs/strategies that best suit their individual academic processes. Through student council, meetings with teachers, and grade level meetings.</p> |
| <p>Families A survey may and has been developed to reach out to families on their concerns, issues, and desires for the school year.</p> |
| <p>School and district administrators (including special education administrators) Weekly administrative meetings, and monthly staff meetings as well as numerous committees constructed by leadership.</p> |
| <p>Teachers, principals, school leaders, other educators, school staff, and their unions Monthly staff meetings as well as numerous committees constructed by leadership.</p> |
| <p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) N/A</p> |
| <p>Civil rights organizations (including disability rights organizations), as applicable N/A</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>A survey may and has been developed to reach out to families on their concerns, issues, and desires for the school year.</p> |

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| The public |
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| A survey may and has been developed to reach out to families on their concerns, issues, and desires for the school year. |
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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.