

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.

Each public school district receiving funding under the ARP ESSER, must develop a plan (see below), 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.

School District	Dupree School District 64-2
Date of School Board Plan Approval	August 9, 2021
ARP ESSER School District Plan URL	www.dupree.k12.sd.us (policies tab)
Total ARP ESSER Funding Available	\$4,526,588.00
Budgeted to Date	\$4,526,588.00
Amount Set Aside for Lost Instructional Time	\$905,318.00

Dupree School District 64-2
ARP ESSER Plan

Prevention and Mitigation Strategies Narrative	Approximate Budget
<p>Overview:</p> <ul style="list-style-type: none"> • Utilize DOE, DOH, CDC, and Tribal Health officials' up-to-date guidance for reopening and operation of schools. • Utilize mitigation strategies guidance issued by DOE, DOH, CDC, and Tribal Health officials. • Consult SD Dept of Education Starting Well 2020 guidance. 	
<p>Equipment and/or Supplies:</p> <ul style="list-style-type: none"> • All buildings receive additional cleaning and disinfecting with particular attention to high-use areas and high-touch spots. • Classrooms and shared materials will be cleaned following use. • Staff and students may wear masks; however, they are not required to. • The school will provide additional PPE (masks / gloves) and will distribute to staff and students who wish to use it. 	\$0.00
<p>Other Priorities Not Outlined Above:</p> <ul style="list-style-type: none"> • We ask staff to self-screen and parents to screen students prior to coming to school. This includes checking temperatures and screening for common symptoms and history of exposure. <ul style="list-style-type: none"> ○ Staff and students must stay home if they are sick and/or showing symptoms of sickness. ○ Students may be sent to the office for additional screening if they demonstrate symptoms or complain of discomfort. 	\$0.00

<ul style="list-style-type: none"> ○ Students who demonstrate symptoms or complain of discomfort will be isolated from others to minimize the potential of infection of others until they are able to leave the building. ● Staff and students who visit known COVID-19 Hot Spots will be asked to take additional precautions upon their return. These precautions may include quarantine, mask use, enhanced social distancing, and increased personal hygiene including increased hand washing, limiting touching of the face, covering coughs and sneezes, and limiting touching of high-touch surfaces. ● Staff and students are asked to practice good hygiene including increased hand washing, limiting touching of the face, covering coughs and sneezes, and limiting touching of high-touch surfaces. ● Staff is trained on health and safety protocols. ● District administration will regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures. ● School will limit unnecessary visitors into the buildings. ● Social Distancing on bus routes will be encouraged. ● Outdoor classroom and lunchtime activities will be encouraged. 	
● Total Approximate Budget for Mitigation Strategies	\$0.00

Academic Impact of Lost Instructional Time Narrative	Approximate Budget
<p>Overview:</p> <ul style="list-style-type: none"> ● South Dakota identified the most effective strategy for supporting the needs of students was providing in-person instruction. ● Consult Safer Schools and Campuses Best Practices Clearinghouse. ● Follow Prevention and Mitigation Strategies. 	
<p>Specific Evidence-Based Interventions (e.g., curriculum, assessments)</p> <ul style="list-style-type: none"> ● NWEA MAP testing will be used to identify subject matter deficiencies in individual students and allow for necessary remediation. ● IXL Learning ● APEX Learning ● Overdrive Education ● Rocket Math ● Voyager Acadience Math & Reading ● HMH Go Math ● Reading Horizon ● Learning A-Z ● Imagine Learning ● Curriculum Assoc (Phonics for Reading) 	\$130,200.00
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <ul style="list-style-type: none"> ● Jump Start Program ● Reading Instructor (JH) ● Instructional Aide (HS & ELEM) ● At-Risk Coordinator 	\$428,000.00
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> ● Computers ● New Wi-Fi access points 	\$72,368.00

<ul style="list-style-type: none"> Rationale: The additional technology equipment, including upgrades to wireless access, will provide increased connectivity to Internet based learning resources. Further, with greater connectivity comes greater ability to utilize on-line programs to assess students and provide appropriate, individual remediation in areas of identified need. 	
<p>Additional FTE</p> <ul style="list-style-type: none"> School nurse FTE Assistant Technology Coordinator Rationale: This position will help support instructional software purchases to be used on technology equipment as needed by staff for student use. 	\$275,750.00
<p>Other Priorities Not Outlined Above</p> <ul style="list-style-type: none"> Guidance Counseling/Mental Health Professional development for teachers in self-care Professional development provided for teachers in trauma-informed instruction 	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$905,318.00

Investments Aligned with Student Needs

Population	Academic	Social, Emotional, and Mental Health
All students	<p>Implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>
Students from low-income families	<p>Certified teachers will be available both before and after school to assist students. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support during the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>
Students of color	<p>Certified teachers will be available both before and after school to assist students. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support during the 2021-2022</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting</p>

	<p>school year and beyond as we address the loss of learning from the pandemic.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>
English learners	<p>Certified teachers will be available both before and after school to assist students. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support during the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>
Children with disabilities	<p>Certified teachers will be available both before and after school to assist students. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support during the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>
Students experiencing homelessness	<p>Certified teachers will be available both before and after school to assist students. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support during the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>

Children in foster care	<p>Certified teachers will be available both before and after school to assist students. The long-term effects of COVID-19 are yet to be realized. It is important to provide ample opportunity for student academic support during the 2021-2022 school year and beyond as we address the loss of learning from the pandemic.</p> <p>Use of NWEA MAP Assessments to determine specific areas of learning loss.</p> <p>Focus Team Meetings following examination of NWEA MAP Assessment data to develop strategies for individual students' growth.</p>	<p>Teachers will respond to student needs appropriately, with empathy and greater understanding of the social climate that students live in day-to-day. Teachers will provide a welcoming and supporting space for their students. Additionally, teachers will make appropriate referrals to school counselors, school administration, school resource officer, and social service agencies to access necessary supports and more adequately address student needs.</p>
Migratory students	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.</p>	<p>This population is not traditionally and was not present during the 2020-2021 school year. If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by Covid-19.</p>

**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.*

1. 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.

Investments in Other Allowed Activities Narrative	Approximate Budget
<p>Overview</p> <p>South Dakota identified the most effective strategy for supporting the needs of students was providing in-person instruction.</p> <p>Consult Safer Schools and Campuses Best Practices Clearinghouse.</p> <p>Follow Prevention and Mitigation Strategies.</p>	
<p>Academic Supports:</p> <ul style="list-style-type: none"> • Teachers will provide extra assistance for students before and after school 	District General Fund
<p>Educator Professional Development:</p> <ul style="list-style-type: none"> • Google Classroom • Self-Care and Trauma-Informed Instruction 	District General Fund
<p>Interventions that Address Student Well-Being:</p> <ul style="list-style-type: none"> • Counseling staff will be able to coordinate activities for students to re-integrate themselves back into the school environment on a full-time basis in the fall. This would enable counselors the time to involve students, staff and the students' families, in addition to community-based activities. 	District General Fund
Strategies to Address Workforce Challenges	District Capital Outlay Fund

<ul style="list-style-type: none"> Strengthening CTE Programs Increasing course offerings for Agriculture 	District General
Other Priorities Not Outlined Above <ul style="list-style-type: none"> NA 	NA
Total Approximate Budget for Investments in Other Allowed Activities	\$

2. 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 <ul style="list-style-type: none"> Provide facilities that allow for more social distancing, better air quality, and offer greater access to instruction for students that experienced lost learning during the 19-20 and 20-21 school years 	
Project #1 <ul style="list-style-type: none"> Commons Addition to expand lunchroom capacity 	\$525,000.00
Project #2 <ul style="list-style-type: none"> Elementary Classroom Additions 	\$2,132,270.00
Project #3 <ul style="list-style-type: none"> CTE Classroom Additions 	\$1,000,000.00
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$3,657,270.00.00

3. 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 <ul style="list-style-type: none"> The Dupree School District will use other funding sources to support essential needs of students with the following grants/programs: Title I (helping to support student interventions)-\$593,600.00; Title II (class size reduction)-\$65,976.00; Title V (class size reduction)-\$69,540.00; 21st Century (after school enrichment programs)-\$100,722.00; Indian Education Program (parental involvement)-\$89,150.00; Impact Aid-\$1,930,100.00 & other General Funds-\$3,421,062.00 will support other needs 	\$6,270,050.00

4. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - Students who did not participate or participated inconsistently in remote instruction
 - Students most at risk of dropping out of school.

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

Engaging Students at Risk Narrative
<p>Overview:</p> <ul style="list-style-type: none"> To the extent possible students will participate in extended learning and enrichment programs. Transportation may be provided.
<p>Missed Most In-Person:</p> <ul style="list-style-type: none"> Participation in classroom activities and instruction via Google Classroom Individual teacher / student collaboration
<p>Did Not Participate in Remote Instruction:</p> <ul style="list-style-type: none"> In-person instruction
<p>At Risk for Dropping Out:</p> <ul style="list-style-type: none"> Credit recovery Increased counselling services

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

Stakeholder Consultation Narrative
<p>Overview (including the three highest priority needs that emerged from consultation):</p> <ul style="list-style-type: none"> Safe return to in-person and high-quality instruction Communicating and updating parents, students, and other stakeholders as conditions change Social, emotional, and mental health of students
<p>Students:</p> <ul style="list-style-type: none"> Academic Data Attendance Behavioral Reports
<p>Families:</p> <ul style="list-style-type: none"> In-Person Meetings Requesting input on planning safe return for 20-21 school
<p>School and district administrators (including special education administrators):</p> <ul style="list-style-type: none"> In-Person Meetings
<p>Teachers, principals, school leaders, other educators, school staff, and their unions:</p> <ul style="list-style-type: none"> In-Person Meetings
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) :</p> <ul style="list-style-type: none"> Consultation with Cheyenne River Sioux Tribe. Met with Tribal Education Director to gain input on planning for the 21-22 school year.
<p>Civil rights organizations (including disability rights organizations), as applicable:</p> <ul style="list-style-type: none"> NA
<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> <ul style="list-style-type: none"> In-Person Meetings Notification on school website and official newspaper requesting input
<p>The Public:</p> <ul style="list-style-type: none"> In-Person Meetings Notification on school website and official newspaper requesting input

