

**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.

<b>School District: SOUTH CENTRAL SCHOOL DISTRICT</b>	<b>Total ARP ESSER Funding Available: \$357,733</b>
<b>Date of School Board Plan Approval: AUGUST 9, 2021</b>	<b>Budgeted to Date: \$144,541</b>
<b>ARP ESSER School District Plan URL: <a href="https://www.southcentral.k12.sd.us/">https://www.southcentral.k12.sd.us/</a></b>	<b>Amount Set Aside for Lost Instructional Time: \$71,547</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></p> <p><b>THE SOUTH CENTRAL SCHOOL DISTRICT HAS AND CONTINUES TO UPDATE AND REPAIR HEATING AND COOLING SYSTEMS, INCLUDING THE FRESH AIR INTAKE, WHICH REQUIRES A HEATPUMP REPLACEMENT. THE OLD END OF THE CURRENT FACILITY WILL BE REPLACING THE BOILER TO ENSURE THE CONTINUE USE OF ADDITIONAL CLASSROOMS AND AUXILIARY GYM.</b></p> <p><b>ACCORDING TO <a href="https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8">https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8</a>, FUNDS CAN BE USED FOR SCHOOL FACILITY REPAIRS AND IMPROVEMENTS TO ENABLE OPERATION OF SCHOOLS TO REDUCE RISK OF VIRUS TRANSMISSION AND EXPOSURE. ALSO, REPAIR, REPLACE AND UPGRADE PROJECTS TO IMPROVE THE INDOOR AIR QUALITY IN SCHOOL FACILITIES INCLUDING MECHANICAL AND NON-MECHANICAL HEATING, VENTILATION, AND AIR CONDITIONING SYSTEMS.</b></p> <p><b>ACCORDING TO THE CDC GUIDANCE (<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#ventilation">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#ventilation</a>), IMPROVING VENTILATION IS AN IMPORTANT COVID-19 PREVENTION STRATEGY.</b></p>	
<p><b>Equipment and/or Supplies</b></p> <p><b>HEATPUMP REPLACEMENT</b></p> <p><b>BOILER REPLACEMENT (ESTIMATE)</b></p>	<p><b>\$19,432</b></p> <p><b>\$65,000</b></p>
<p><b>Additional FTE</b></p> <p><b>NA</b></p>	<p><b>NA</b></p>
<p><b>Other Priorities Not Outlined Above</b></p> <p><b>NA</b></p>	<p><b>NA</b></p>
<p><b>Total Approximate Budget for Mitigation Strategies</b></p>	<p><b>\$84,432</b></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
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<b>Overview</b>	
THE SOUTH CENTRAL SCHOOL WILL USE FUNDS TO PROVIDE UPDATED AND APPROPRIATE CURRICULA, SPECIFICALLY IN READING, PHONICS, AND ENGLISH LANGUAGE ARTS. THE ALIGNED CURRICULA WILL INCREASE ACADEMIC RIGOR AND IMPLEMENT MORE STUDENT TECHNOLOGY TO ENSURE INSTRUCTOR/STUDENT CONNECTIVENESS DURING AT SCHOOL AND POTENTIALLY, AT HOME LEARNING (PENDING FUTURE CLOSURES).	
<b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b>	
EDMENTUM (EXACT PATHS) – ONLINE ASSESSMENT AND PROGRESS MONITORING – ACCORDING TO THE IRIS CENTER, SCHOOLS SHOULD USE STUDENT ACHIEVEMENT DATA TO SUPPORT INSTRUCTIONAL DECISION MAKING. ACCORDING TO <a href="https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8">https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8</a> , SCHOOLS SHOULD ADMINISTER AND USE HIGH QUALITY ASSESSMENTS THAT ARE VALID AND RELIABLE TO ACCURATELY ASSES STUDENTS ACADEMIC PROGRESS AND ASSIST EDUCATORS IN MEETING STUDENT NEEDS.	\$2,500
SOCIAL THINKING – CLASSROOM COUNSELING MATERIALS/CURRICULA – ACCORDING TO THE IRIS CENTER, DISTRICTS SHOULD BUILD SOCIAL SKILLS COMPETENCES AND BUILD SOCIAL AND EMOTIAL SKILLS	\$153
MATH CURRICULUM – (PROJECTED FOR THE 22-23 SCHOOL YEAR) – ACCORDING THE IRIS CENTER, THEY RECOMMEND SAXON, ENVISION, OR EVERYDAY MATH.	\$20,000
MCGRAW HILL WONDERS READNG CURRICULUM AND REALLY GREAT READING (K-2 PHONIS) – ACCORDING TO BEST EVIDENCE ENCYCLOPEDIA, WONDERS AND REALLY GREAT READING MEET THE DEMANDS OF READNG/EFFICITIVENESS OF TECHNOLOGY	\$53,302
MYSTERY SCIENCE, BRAIN POP, SECRET STORIES, SEESAW, IXL, LEARNING A-Z, AND NEARPOD. ACCORDING TO BEST EVIDENCE ENCYCLOPDEIA, EFFECTIVENESS OF TECHNOLOGY APPLIES IN ALL WEBBASED PROGRAMMING. THE ABOVE LIST IS USED TO DIFFERENTIATE INSTRUCTION AND PROVIDES INTERVENTION TO ALL STUDENTS. COMPUTER ASSISTED LEARNING IS BEING PRIORITIZED TO CLOSE THE LEARNING LOSS GAP AND PREPARE FOR FUTURE AT HOME LEARNING.	\$4,290
<b>Opportunities for Extended Learning (eg., summer school, afterschool)</b>	
NA	NA
<b>Equipment and/or Supplies</b>	
PROMETHEAN BOARDS – ACCORING TO BEST EVIDENCE ENCYCLOPEDIA, PROMENTHEAN BOARDS INCREASE THE EFFECTIVENESS OF TECHNOLOGY IN THE CLASSROOM. PROMETHEAN BOARDS ALSO ENABLE INSTRUCTORS TO PROVIDE LEARNING TO AT HOME STUDENTS, GIVEN CURRENT CIRCUMSTANCE OR FUTURE CLOSURES.	\$47,476
TEACHER LAPTOPS - ACCORING TO BEST EVIDENCE ENCYCLOPEDIA, LAPTOPS WILL INCREASE THE EFFECTIVENESS OF TECHNOLOGY IN THE	\$12,195

<b>CLASSROOM. LAPTOPS ALSO ENABLE INSTRUCTORS TO PROVIDE LEARNING TO AT HOME STUDENTS, GIVEN CURRENT CIRCUMSTANCES OR FUTURE CLOSURES.</b>	
<b>Additional FTE</b> NA	NA
<b>Other Priorities Not Outlined Above</b> NA	NA
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$139,916</b>

**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.\*

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
<b>All students</b>	<b>THE SOUTH CENTRAL SCHOOL DISTRICT HAS AN AVERAGE STUDENT TO TEACHER RATIO OF 6:1. THEREFORE, TEACHERS PROVIDE ONE-ON-ONE INSTRUCTION TO ALL STRUGGLING STUDENTS WHEN NECESSARY. DUE TO THE LOW NUMBERS IN EACH CLASSROOM, SUBGROUPING OF STUDENTS DOES NOT APPLY. ALL CURRICULUM, ASSESSMENTS, INTERVENTIONS, AND ASSISTANCE APPLIES TO ALL STUDENTS NOT JUST SUBGROUPS OF STUDENTS.</b>	<b>THE SOUTH CENTRAL SCHOOL DISTRICT EMPLOYEES A PART TIME COUNSELOR. SAID COUNSELOR PROVIDES SOCIAL AND EMOTIONAL HEALTH CURRICULUM TO ALL ELEMENTARY STUDENTS ONCE A WEEK. THE COUNSELOR ALIGNS HER CURRICULUM TO THE CONCERNS OF THE DISTRICT, TEACHERS, COMMUNITY AND LIFE CIRCUMSTANCES.</b>
<b>Students from low income families</b>	<b>THE SOUTH CENTRAL SCHOOL DISTRICT HAS AN AVERAGE STUDENT TO TEACHER RATIO OF 6:1. THEREFORE, TEACHERS PROVIDE ONE-ON-ONE INSTRUCTION TO ALL STRUGGLING STUDENTS WHEN NECESSARY. DUE TO THE LOW NUMBERS IN EACH CLASSROOM, SUBGROUPING OF STUDENTS DOES NOT APPLY. ALL CURRICULUM, ASSESSMENTS,</b>	<b>THE SOUTH CENTRAL SCHOOL DISTRICT EMPLOYEES A PART TIME COUNSELOR. SAID COUNSELOR PROVIDES SOCIAL AND EMOTIONAL HEALTH CURRICULUM TO ALL ELEMENTARY STUDENTS ONCE A WEEK. THE COUNSELOR ALIGNS HER CURRICULUM TO THE CONCERNS OF THE DISTRICT,</b>

	INTERVENTIONS, AND ASSISTANCE APPLIES TO ALL STUDENTS NOT JUST SUBGROUPS OF STUDENTS.	TEACHERS, COMMUNITY AND LIFE CIRCUMSTANCES.
<b>Students of color</b>	THE SOUTH CENTRAL SCHOOL DISTRICT HAS AN AVERAGE STUDENT TO TEACHER RATIO OF 6:1. THEREFORE, TEACHERS PROVIDE ONE-ON-ONE INSTRUCTION TO ALL STRUGGLING STUDENTS WHEN NECESSARY. DUE TO THE LOW NUMBERS IN EACH CLASSROOM, SUBGROUPING OF STUDENTS DOES NOT APPLY. ALL CURRICULUM, ASSESSMENTS, INTERVENTIONS, AND ASSISTANCE APPLIES TO ALL STUDENTS NOT JUST SUBGROUPS OF STUDENTS.	THE SOUTH CENTRAL SCHOOL DISTRICT EMPLOYEES A PART TIME COUNSELOR. SAID COUNSELOR PROVIDES SOCIAL AND EMOTIONAL HEALTH CURRICULUM TO ALL ELEMENTARY STUDENTS ONCE A WEEK. THE COUNSELOR ALIGNS HER CURRICULUM TO THE CONCERNS OF THE DISTRICT, TEACHERS, COMMUNITY AND LIFE CIRCUMSTANCES.
<b>English learners</b>	SUBGROUP NOT PRESENT	SUBGROUP NOT PRESENT
<b>Children with disabilities</b>	THE SOUTH CENTRAL SCHOOL DISTRICT HAS AN AVERAGE STUDENT TO TEACHER RATIO OF 6:1. THEREFORE, TEACHERS PROVIDE ONE-ON-ONE INSTRUCTION TO ALL STRUGGLING STUDENTS WHEN NECESSARY. DUE TO THE LOW NUMBERS IN EACH CLASSROOM, SUBGROUPING OF STUDENTS DOES NOT APPLY. ALL CURRICULUM, ASSESSMENTS, INTERVENTIONS, AND ASSISTANCE APPLIES TO ALL STUDENTS NOT JUST SUBGROUPS OF STUDENTS.  CHILDREN WITH DISABILITIES, IN THE SOUTH CENTRAL SCHOOL DISTRICT, ARE ASSISTED BY TWO PARAPROFESSIONALS (PRIOR TO, DURING, AND IN THE FUTURE OF COVID). EACH CLASSROOM TEACHER (AGAIN, LOW NUMBERS) WORKS ONE-ON-ONE WITH ANY	THE SOUTH CENTRAL SCHOOL DISTRICT EMPLOYEES A PART TIME COUNSELOR. SAID COUNSELOR PROVIDES SOCIAL AND EMOTIONAL HEALTH CURRICULUM TO ALL ELEMENTARY STUDENTS ONCE A WEEK. THE COUNSELOR ALIGNS HER CURRICULUM TO THE CONCERNS OF THE DISTRICT, TEACHERS, COMMUNITY AND LIFE CIRCUMSTANCES.

	<b>AND ALL STUDENTS WHEN NECESSARY.</b>	
<b>Students experiencing homelessness</b>	<b>SUBGROUP NOT PRESENT</b>	<b>SUBGROUP NOT PRESENT</b>
<b>Children in foster care</b>	<b>THE SOUTH CENTRAL SCHOOL DISTRICT HAS AN AVERAGE STUDENT TO TEACHER RATIO OF 6:1. THEREFORE, TEACHERS PROVIDE ONE-ON-ONE INSTRUCTION TO ALL STRUGGLING STUDENTS WHEN NECESSARY. DUE TO THE LOW NUMBERS IN EACH CLASSROOM, SUBGROUPING OF STUDENTS DOES NOT APPLY. ALL CURRICULUM, ASSESSMENTS, INTERVENTIONS, AND ASSISTANCE APPLIES TO ALL STUDENTS NOT JUST SUBGROUPS OF STUDENTS.</b>	<b>THE SOUTH CENTRAL SCHOOL DISTRICT EMPLOYEES A PART TIME COUNSELOR. SAID COUNSELOR PROVIDES SOCIAL AND EMOTIONAL HEALTH CURRICULUM TO ALL ELEMENTARY STUDENTS ONCE A WEEK. THE COUNSELOR ALIGNS HER CURRICULUM TO THE CONCERNS OF THE DISTRICT, TEACHERS, COMMUNITY AND LIFE CIRCUMSTANCES.</b>
<b>Migratory students</b>	<b>SUBGROUP NOT PRESENT</b>	<b>SUBGROUP NOT PRESENT</b>

*\*If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

**Investments in Other Allowed Activities**

- Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<b>Overview</b>	
<b>THE SOUTH CENTRAL SCHOOL DESIRES TO SPEND REMAINING ALLOCATIONS ON TEACHER DEVELOPMENT AND FACILITY REPAIRS AND UPDATES.</b>	

<b>Academic Supports</b> NA	NA
<b>Educator Professional Development</b> STAFF PROFESSIONAL DEVELOPMENT – NEW CURRICULUM ALIGNMENT TO THE STANDARDS – READING, PHONICS, MATH (22-23), CPI.	\$11,350
<b>Interventions that Address Student Well-Being</b> NA	NA
<b>Strategies to Address Workforce Challenges</b> NA	NA
<b>Other Priorities Not Outlined Above</b> INTERCOM SYSTEM REPLACEMENT – EMERGENCY INTERCOM AND BELL SYSTEM – ACCORDING TO <a href="https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8">https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8</a> , “IMPLEMENTING SYSTEMS TO IMPROVE THE PREPAREDNESS EFFORTS OF LEA”.	\$7,231
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$18,581</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.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b> NA	
<b>Project #1</b> NA	NA
<b>Project #2</b> NA	NA
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</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><b>Overview</b></p> <p>NA</p>	<p>NA</p>

**Engaging Students at Risk**

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

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

Narrative
<p><b>Overview</b></p> <p>THE SOUTH CENTRAL SCHOOL DISTRICT HAS NOT IDENTIFIED STUDENTS AT RISK. THE SOUTH CENTRAL SCHOOL DISTRICT PROVIDED IN PERSON INSTRUCTION FOR THE 2020-2021 SCHOOL YEAR. THEREFORE, ALL STUDENTS ATTENDED SCHOOL.</p>
<p><b>Missed Most In-Person</b></p> <p>SOUTH CENTRAL SCHOOL DISTRICT ATTENDANCE WAS UNCHANGED IN 2020-2021.</p>
<p><b>Did Not Participate in Remote Instruction</b></p> <p>THE SOUTH CENTRAL SCHOOL DISTRICT DID NOT OFFER REMOTE INSTRUCTION DURING THE 2020-2021 SCHOOL YEAR.</p>
<p><b>At Risk for Dropping Out</b></p> <p>THE SOUTH CENTRAL SCHOOL IS AN ELEMENTARY SCHOOL ONLY. WE DO NOT HAVE KIDS AT RISK FOR DROPPING OUT. HOWEVER, THE NUMBER OF HOMESCHOOL STUDENTS HAVE INCREASED.</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><b>Overview, including the three highest priority needs that emerged from consultation</b>  <b>THE SOUTH CENTRAL SCHOOL BOARD SUPPORTS THE ADMINISTRATIONS SPENDING PROPOSALS, ESPECIALLY CURRICULUM, TEACHER DEVELOPMENT AND ACADEMIC SUPPORTS. THE SCHOOL BOARD ALSO SHARED ITS DESIRE TO PROVIDE IMPROVED STUDENT TRANSPORTATION AND STRESSED UPDGRADING AND REPAIRING FACILITY NEEDS.</b></p> <p><b>THE SOUTH CENTRAL SCHOOL DISTRICT POSTED THE FOLLOWING STATEMENT ON FACEBOOK ON AUGUST 2, 2021 –</b> (The South Central School District is seeking meaningful consultation with district stakeholders around the planned use of ARP ESSER funds. If you are interested in sharing any input you can email <a href="mailto:Jeremy.Wollman@k12.sd.us">Jeremy.Wollman@k12.sd.us</a> or attend the South Central School District Board Meeting on Monday, August 9th starting at 7 PM. The school board will also be discussing the Back-to-School Plan that is required by the South Dakota Department of Education. Both documents will be located on the school webpage following the school board meeting.)</p>
<p><b>Students</b>  <b>NO CONSULTATION PARTICIPATION</b></p>
<p><b>Families</b>  <b>NO CONSULATATION PARTICIPATION</b></p>
<p><b>School and district administrators (including special education administrators)</b>  <b>UPDATE CURRICULUMS</b>  <b>REPAIR HEATING AND COOLING SYSTEMS</b></p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b>  <b>PHONICS CURRICULUM</b></p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b>  <b>NO CONSULTATION PARTICIPATION</b></p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b>  <b>NA</b></p>
<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>  <b>NA</b></p>
<p><b>The public</b>  <b>NO CONSULTATION PARTICIPATION</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.