

**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:</b> Lake Preston School District 38-3	<b>Total ARP ESSER Funding Available:</b> \$362,241
<b>Date of School Board Plan Approval:</b> August 17, 2021	<b>Budgeted to Date:</b>
<b>ARP ESSER School District Plan URL:</b> <a href="https://www.lakepreston.k12.sd.us/domain/76">https://www.lakepreston.k12.sd.us/domain/76</a>	<b>Amount Set Aside for Lost Instructional Time:</b> \$72,448.20

## 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	
<b>Overview</b> Over the past year, we continued to use ESSER funds to purchase cleaning supplies and equipment. With the ever-changing environment, we will need to continue to utilize ARP funds to enhance learning protocol and equipment in the upcoming school years. This area will continue to evolve as vendors have been equipment and products.		
<b>Equipment and/or Supplies</b> <ul style="list-style-type: none"> <li>• Throughout the Summer, we have added air purifiers to each classroom and/or office within the entire building along with additional filters to help mitigate and improve air quality.</li> </ul>	\$5,000	
<b>Additional FTE</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>		
<b>Other Priorities Not Outlined Above</b> <ul style="list-style-type: none"> <li>• The district will continue to communicate with vendors on up-to-date cleaning equipment and sanitation protocols to best service our building.</li> </ul>	5,000	
<b>Total Approximate Budget for Mitigation Strategies</b>		<b>\$10,000</b>

## 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
<b>Overview</b> The Lake Preston School District remained in-person learning for the entire 2020-21 school year; however, students were sent home due to positive cases or close-contact situations. By providing this supplemental curriculum, tutoring sessions, and homework help with staff supports, we will be able to track student progress and their abilities. These enhanced curriculums and programs will be utilized to ensure all students are receiving extra supports throughout the entire school district. With many staff members out due to close contact and positive protocols, covering classes with appropriate personnel was important when continuing in-person learning. By hiring an additional certified teacher, we will be able to	

provide co-teaching and coverage for all staff members as we move into the next school years.	
<b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b> <ul style="list-style-type: none"> <li>LexiaLearning Core5 Curriculum was purchased for K-5 grade levels along with professional development and training.</li> <li>LexiaLearning Power Up Curriculum may be purchased pending our data from Core 5 curriculum, additional supports may be needed in the future</li> </ul>	\$10,000
<b>Opportunities for Extended Learning (eg., summer school, afterschool)</b> <ul style="list-style-type: none"> <li>Adding additional support for our Kids First after-school program that provides tutoring, 1 on 1 help, and small group work.</li> <li>Adding additional support for our MS/HS students after-school tutoring and help.</li> </ul>	\$5,000
<b>Equipment and/or Supplies</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Additional FTE</b> <ul style="list-style-type: none"> <li>The Lake Preston School hired a full-time K-12 teacher to assist with small group work among all grades and content areas. Teacher will provide co-teaching capabilities for our classes to enhance learning in small groups and 1 on 1 opportunities.</li> </ul>	\$55,000
<b>Other Priorities Not Outlined Above</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$70,000</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.\*

Population	Academic	Social, Emotional, and Mental Health
<b>All students</b>	<p>The Lake Preston School District continues to implement and discuss strategies that we feel all K-12 students will benefit from in our K-12 setting. We have a smaller enrollment so we will continue to monitor students daily by grades, support, and individual needs.</p> <ul style="list-style-type: none"> <li>Utilize NWEA testing three times a year.</li> </ul>	<p>Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other</p>

	<ul style="list-style-type: none"> <li>• Continue to assess students with Interim SBAC testing.</li> <li>• Utilize supplemental curriculums such as IXL, LexiaLearning, ESGI, etc.</li> </ul>	staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health.
<b>Students from low income families</b>	<p>The Lake Preston School District continues to implement and discuss strategies that we feel all K-12 students will benefit from in our K-12 setting. We have a smaller enrollment so we will continue to monitor students daily by grades, support, and individual needs.</p> <ul style="list-style-type: none"> <li>• Utilize NWEA testing three times a year.</li> <li>• Continue to assess students with Interim SBAC testing.</li> <li>• Utilize supplemental curriculums such as IXL, LexiaLearning, ESGI, etc.</li> </ul>	Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health.
<b>Students of color</b>	<p>The Lake Preston School District continues to implement and discuss strategies that we feel all K-12 students will benefit from in our K-12 setting. We have a smaller enrollment so we will continue to monitor students daily by grades, support, and individual needs.</p> <ul style="list-style-type: none"> <li>• Utilize NWEA testing three times a year.</li> <li>• Continue to assess students with Interim SBAC testing.</li> <li>• Utilize supplemental curriculums such as IXL, LexiaLearning, ESGI, etc.</li> </ul>	Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health.
<b>English learners</b>	<p>The Lake Preston School District does not currently have any of these students; however, if we did, we work 1 on 1 with families on a case-by-case basis with support from staff, community resources, and discussions. We also have a certified EL teacher on staff ready for any enrolled student. The Lake Preston School District continues to implement and discuss strategies that we feel all K-12 students will</p>	Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources

	<p>benefit from in our K-12 setting. We have a smaller enrollment so we will continue to monitor students daily by grades, support, and individual needs.</p> <ul style="list-style-type: none"> <li>• Utilize NWEA testing three times a year.</li> <li>• Continue to assess students with Interim SBAC testing.</li> <li>• Utilize supplemental curriculums such as IXL, LexiaLearning, ESGI, etc.</li> </ul>	<p>when they need to address their social, emotional, and mental health.</p>
<b>Children with disabilities</b>	<p>The Lake Preston School District continues to implement and discuss strategies that we feel all K-12 students will benefit from in our K-12 setting. We have a smaller enrollment so we will continue to monitor students daily by grades, support, and individual needs.</p> <ul style="list-style-type: none"> <li>• Utilize NWEA testing three times a year.</li> <li>• Continue to assess students with Interim SBAC testing.</li> <li>• Utilize supplemental curriculums such as IXL, LexiaLearning, ESGI, etc.</li> </ul>	<p>Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health. Our special education caseload allows our teachers to spend more than the required time to help students in need.</p>
<b>Students experiencing homelessness</b>	<p>The Lake Preston School District does not currently have any of these students; however, if we did, we work 1 on 1 with families on a case-by-case basis with support from staff, community resources, and discussions.</p>	<p>Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health. She is also our homeless liaison within our district.</p>

<b>Children in foster care</b>	The Lake Preston School District does not currently have any of these students; however, if we did, we work 1 on 1 with families on a case-by-case basis with support from staff, community resources, and discussions.	Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health.
<b>Migratory students</b>	The Lake Preston School District does not currently have any of these students; however, if we did, we work 1 on 1 with families on a case-by-case basis with support from staff, community resources, and discussions.	Our school counselor completed mental health and first aid training to enhance her abilities within our K-12 setting. The school counselor has also spent more time developing relationships, check-ins, and enhanced her school website and classes with resources and the availability for students to communicate with her and other staff members on when they may need extra support or resources when they need to address their social, emotional, and mental health.

*\*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
<p><b>Overview</b></p> <ul style="list-style-type: none"> <li><b>The Lake Preston School determines a tentative professional development plan at the beginning of each year. The plan can change pending current situations or demographics in the school system. The plan addresses student achievement, data digs, and training to enhance the staff member as a life-long learner to better</b></li> </ul>	

educate students. Each in-service will have a theme to ensure all content areas are addressed. For example: the September in-service for staff development will be “Safety” and we will be reviewing emergency plans, routines, and updating information to better assist this area.	
<b>Academic Supports</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Educator Professional Development</b> <ul style="list-style-type: none"> <li>The Lake Preston School has provided training opportunities for staff members to enhance their knowledge and experience in technology and new curriculum programs that will and have been implemented.</li> </ul>	\$5,000
<b>Interventions that Address Student Well-Being</b> <ul style="list-style-type: none"> <li>The Lake Preston School will continue to research data related to social, emotional, and mental health. The Lake Preston School counselor continues to look for training opportunities and resources to implement within the school to address a student and staff members well-being. New curriculum may be purchased to address all students within a K-12 building and setting.</li> </ul>	\$5,000
<b>Strategies to Address Workforce Challenges</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Other Priorities Not Outlined Above</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$10,000</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> The current Lake Preston School District building was built in three phases in years (1926, 1956, 1982). The poor ventilation and heating system in the middle school and high school building needs improvements and updates. In the elementary building, all students can use only one set of bathrooms due to space and aged facilities. The district will use some of the monies from the ARP funding to improve air quality as well as restroom availability and remodeling.	
<b>Project #1</b> <b>Improve air quality within the school system by updating and upgrading our school’s heating and boiler system. Improved air quality will reduce allergens, viruses, bacteria, and other pollutants.</b>	<b>\$90,000</b>

<b>Project #2</b> <b>New and updated restrooms will allow for improved social distancing, sanitary conditions, and more efficient custodial practices.</b>	<b>\$40,000</b>
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$130,000</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.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b> <ul style="list-style-type: none"> <li><b>Essential student needs (student achievement and the health and well-being of all students and staff) are being met through ESSER III funds as well as district-level funds.</b></li> </ul>	<b>\$0</b>

**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:
- 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.

<b>Narrative</b>
<b>Overview</b> <ul style="list-style-type: none"> <li><b>N/A</b></li> </ul>
<b>Missed Most In-Person</b> <ul style="list-style-type: none"> <li><b>N/A</b></li> </ul>
<b>Did Not Participate in Remote Instruction</b> <ul style="list-style-type: none"> <li><b>N/A</b></li> </ul>
<b>At Risk for Dropping Out</b> <ul style="list-style-type: none"> <li><b>N/A</b></li> </ul>

**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.

<b>Narrative</b>
<b>Overview, including the three highest priority needs that emerged from consultation</b>

<ul style="list-style-type: none"> <li>• In-person education and addressing gaps of academics due to remote learning and isolation/quarantine protocol</li> <li>• Updating facility and equipment to serve a safer learning environment</li> <li>• Social, emotional, and mental health of all students and staff members</li> </ul>
<b>Students</b> <ul style="list-style-type: none"> <li>• NWEA Testing Data</li> <li>• Attendance Reports</li> <li>• Behavior Reports</li> <li>• Counseling consultation records</li> </ul>
<b>Families</b> <ul style="list-style-type: none"> <li>• Parents were surveyed for feedback on the 2020-2021 school year and the ideas/thoughts for the upcoming 2021-2022 school year.</li> <li>• A Starting Well Committee was formed with parent input and representation.</li> <li>• Plans were communicated with parents by email, Facebook page, school website, and parent list serv.</li> </ul>
<b>School and district administrators (including special education administrators)</b> <ul style="list-style-type: none"> <li>• Countless department meetings were held to determine plans and make adjustments as needed. All departments were included in the Starting Well Committee and they were also sent surveys to determine feedback on last year school year and preparation to the upcoming school year.</li> </ul>
<b>Teachers, principals, school leaders, other educators, school staff, and their unions</b> <ul style="list-style-type: none"> <li>• Teachers/staff were surveyed for feedback on the 2020-2021 school year and the ideas/thoughts for the upcoming 2021-2022 school year.</li> <li>• A Starting Well Committee was formed with staff and teacher input and representation.</li> <li>• Plans were communicated with staff by email and all staff meetings. Plans were ever-changing so meetings happened frequently.</li> </ul>
<b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Civil rights organizations (including disability rights organizations), as applicable</b> <ul style="list-style-type: none"> <li>• The Lake Preston School continues to discuss plans at our monthly board meetings, publishes information on our school website, and has discussions with public and community officials regularly. All protocol will continue for the upcoming school year throughout the school year.</li> </ul>
<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> <ul style="list-style-type: none"> <li>• Stakeholders have an open invitation to the Lake Preston School board meetings every month. All stakeholders within the district have an opportunity to sit within planning meetings and all departments within a school system are addressed.</li> </ul>
<b>The public</b>

- **All stakeholders within the district are provided with board meeting agendas, public forum representation, surveys, and discussions with board members and administration to discuss in a open forum every month.**

### **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.