

**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.

School District: Burke Public School District	Total ARP ESSER Funding Available: \$441,861.00
Date of School Board Plan Approval: June 14, 2021	Budgeted to Date: \$441,861.00
ARP ESSER School District Plan URL: Burke.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$110,465.00

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 We will use our funds to upgrade and build additional classrooms and remodel our existing building. The building will allow tie end between two existing buildings. Help control air quality and cleanliness of our building.A	
Equipment and/or Supplies New construction and upgrading current HVAC.	
Additional FTE NA	
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Mitigation Strategies	\$441,861.00

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
Overview We are targeting our loss by additional training, new curriculum in elementary, middle school, and high school. Purchasing additional technology in our Special Education room. Adding an instructor to offer more classes, lessen loss of learning, and class reduction.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) Reading Curriculum in elementary Upgrading the High School English curriculum Instructor Math/PE combination	\$46,000.00 \$19,497.00 \$33,952.00

Opportunities for Extended Learning (eg., summer school, afterschool) NA	
Equipment and/or Supplies New Ipads- 5 OSMO- 3 Additional programs purchased for MS/HS Special Education Students	 \$5,000.00 \$810.00 \$5,206.00
Additional FTE NA	
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$110,465.00

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
All students	All of our students will benefit from our new Reading and ELA curriculum.	n/a
Students from low income families	All of our students will benefit from our ne Reading and ELA curriculum.	n/a
Students of color	All of our students will benefit from our ne Reading and ELA curriculum.	n/a
English learners	n/a	n/a

Children with disabilities	10% of the budget will be spent on SPED programming.	The technology we purchase for the SPED department will include lessons on SEM learning. (OSMO)
Students experiencing homelessness	n/a	n/a
Children in foster care	n/a	n/a
Migratory students	n/a	n/a

**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
Overview n/a	
Academic Supports n/a	

Educator Professional Development n/a	
Interventions that Address Student Well-Being	
Strategies to Address Workforce Challenges n/a	
Other Priorities Not Outlined Above n/a	
Total Approximate Budget for Investments in Other Allowed Activities	

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
Overview We are attaching our two buildings together by adding classrooms, wrestling room/multipurpose room, renovating bathrooms and putting in new HVAC system.	
Project #1 Replacing existing boiler system with new HVAC system. Air quality and efficiency of air control will improve immensely.	\$140,000.00
Project #2 Adding three classrooms. This will allow class size to be reduced and help with social distancing of our students.	\$150,000.00
Project # 3 Adding multi- purpose room. Currently we are using lunch room for wrestling practice area. By adding this room we can utilize for wrestling, PE, recess on adverse weather days.	\$150,000.00

Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$440,000.00

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
Overview Our district has created a k-2 reading intervention We employ 2 Title 1 paras in the elementary.	\$10,000.00 General Budget \$37,000 Title 1
Our district purchases technology and supplementary learning programs (Waterford, IXL, Map Testing, and Edgenuity	\$12,000.00 General Fund

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
Overview We purchased credit recovery for students have failed courses and are behind in their graduation process. Five staff members have been trained in using this program.
Missed Most In-Person We purchased credit recovery for students have failed courses and are behind in their graduation process. Five staff members have been trained in using this program.

<p>Did Not Participate in Remote Instruction</p> <p>We purchased credit recovery for students have failed courses and are behind in their graduation process. Five staff members have been trained in using this program.</p>
<p>At Risk for Dropping Out</p> <p>We purchased credit recovery for students have failed courses and are behind in their graduation process. Five staff members have been trained in using this program.</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>Overview, including the three highest priority needs that emerged from consultation The three high priorities were- -classroom space- social distancing and class reduction - adding three classrooms Renovating bathrooms- make compliant -multi-purpose room- wrestling practice, PE, and recess during adverse weather conditions. -updating curriculum- new textbooks.</p>
<p>Students Converse with Student Council, NHS, and class officers through conversation or surveys.</p>
<p>Families Contact families through conversation, surveys, emails, and our websiet.</p>
<p>School and district administrators (including special education administrators) District Admin. Meetings – developing of questions and surveys to be utilized.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions Utilize our School Improvement Committee, staff meetings, in-services, and our staff advisory committee.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p>

N/A
Civil rights organizations (including disability rights organizations), as applicable N/A
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 Contact local Mental Health Agencies, Law enforcement
The public

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.