



Dakota Valley School District #61-8

American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School District Plan

Updated: 6/2/2021 District Adoption

8/9/2021

Reviewed and Updated: 5/9/2022

Information from the South Dakota Department of Education:

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 IDEE-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.

Dakota Valley School District utilizes A to Z World Languages for interpretive services. To access an interpreter, please contact the school office and indicate the language needed. Contact information for both A to Z World Languages and Dakota Valley school offices are located below.

A to Z Services: 1-605-275-6565

Dakota Valley Elementary School: 1-605-422-3840

Dakota Valley Upper Elementary/Middle School: 1-605-422-3830

Dakota Valley High School: 1-605-422-3820

Dakota Valley coordinates with state and local health officials as identified in our Back to School Fall 2020 plan. School District nursing staff and administrators will work collaboratively with health officials to manage the effects of the COVID-19 pandemic.

School District nursing staff provided information on updating vaccinations for all children throughout the district in our Fall Health Update. Information about COVID-19 vaccination availability was provided.

School District: <i>Dakota Valley School District #61-8</i>	Total ARP ESSER Funding Available: <i>\$322,578.00</i>
Date of School Board Plan Approval: <i>August 9, 2021</i>	Budgeted to Date: <i>\$322,578.00</i>
ARP ESSER School District Plan URL: https://tinyurl.com/njh5b5y6	Amount Set Aside for Lost Instructional Time: <i>\$254,100.00 (79% of allocation)</i>

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 <i>N/A</i>	
Equipment and/or Supplies <i>N/A</i>	
Additional FTE <i>N/A</i>	
Other Priorities Not Outlined Above <i>N/A</i>	
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
Overview <i>Dakota Valley School District is committed to addressing the academic impact of lost instructional time through the implementation of interventions. Funding will be utilized to provide a variety of supports including additional personnel, access</i>	

<i>to online software, and increased opportunities for extended learning, specifically at the early grades.</i>	
Specific Evidence-Based Interventions (eg., curriculum, assessments) <i>Waterford Software for Intervention Usage in Grades JK-2: \$7,020.00</i> <i>Reading Recovery – Professional Training for Teachers - \$1,400.00</i>	\$8,420.00
Opportunities for Extended Learning (eg., summer school, afterschool) N/A	
Equipment and/or Supplies N/A	
Additional FTE <i>Grade 1 Class Reduction Classroom Teacher – 1.0 FTE: \$57,217.00</i> <i>Academic Intervention Teachers- 2.72 FTE Salary + Benefits \$188,463.00</i>	\$245,680.00
Other Priorities Not Outlined Above N/A	
Total Approximate Budget for Academic Impact of Lost Instructional Time <i>This accounts for 78% of the total ARP budget. This exceeds the minimum requirements by 58% or \$188,470.33</i>	\$254,100.00

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
All students	<i>Dakota Valley is focusing 100% of its ARP funds to fully support student needs, academically, socially, and emotionally. This plan focuses on foundational academic skills at the elementary levels, where it is critical to ensure that students have solid reading skills for future learning. Through the researched and effective Response to Intervention model, use of Reading Recovery, and other intervention methods, we are able to intervene at an early</i>	<i>The addition of a school counselor, at Grades 4-12, will provide additional support for all students to engage with each other, school, and planning for their futures. The additional FTE will provide support as students return to what is normal is their lives and adjust to the full demands of school and home. ASCA identifies appropriate school counselor roles and ratios, and with this additional FTE, we are aligned to the recommendations in a more</i>

	<i>age to close the learning gap experienced by our learners.</i>	<i>appropriate manner to best support our students.</i> <i>The District's ESSER II funds will additionally support a 1.0 FTE Sanford Center Mental Outreach Specialist on site to provide family and student support and resources.</i>
Students from low income families	<i>Students from low-income homes will be provided academic interventions through the Reading Interventionists, Waterford programming, and additional supports provided by Reading Recovery. Students are recommended for these interventions by formative assessments conducted at school in combination with teacher recommendations based on anecdotal records and observations. Teachers' professional judgments are highly regarded in this process to ensure students most in need are served.</i>	<i>The School Counselor provided by the ARP funds works closely with the building administrators, other members of the counseling and special services teams, and staff members to ensure that students from low-income families receive services to support their specific needs.</i> <i>The addition of the counselor provides flexibility in programming, thus allowing other school counselors to provide proactive lessons, support groups, and 1:1 sessions as appropriate.</i> <i>Attendance at area Child Protective Team meetings to collaborate with area service organizations is now a possibility with additional staffing and hoped to provide benefit to our students and families.</i>
Students of color	<i>Students of color will be provided academic interventions through the Reading Interventionists, Waterford programming, and additional supports provided by Reading Recovery. Students are recommended for these interventions by formative assessments conducted at school in combination with teacher recommendations based on anecdotal records and observations. Teachers' professional judgments are highly regarded in this process to ensure students most in need are served.</i>	<i>The School Counselor provided by the ARP funds works closely with the building administrators, other members of the counseling and special services teams, and staff members to ensure that students of color receive services to support their specific needs.</i> <i>The addition of the counselor provides flexibility in programming, thus allowing other school counselors to provide proactive lessons, support groups, and 1:1 sessions as appropriate.</i>
English learners	<i>Dakota Valley has increased its ELL services through the addition of .5 FTE, funded outside of ARP funds. We recognize the needs that our EL students are experiencing and are committed to providing the instructional and family services that will support academic success.</i>	<i>The School Counselor provided by the ARP funds works closely with the building administrators, other members of the counseling and special services teams, and staff members to ensure that EL students receive services to support their specific needs. In addition, our Special Services Director works very closely with all EL families and members of our Mental Health team to stay abreast of current families' needs.</i> <i>The addition of the counselor provides flexibility in programming, thus allowing</i>

		<p><i>other school counselors to provide proactive lessons, support groups, and 1:1 sessions as appropriate.</i></p> <p><i>Our Director of Special Services will attend an area Child Protective Team meeting to collaborate and learn of specific resources for our EL students and families.</i></p>
<p>Children with disabilities</p>	<p><i>The academic needs of students with disabilities are met through our intervention services provided, as well as class-size reduction focusing on the development of foundational academic skills. In addition, through DV’s ESSER II funding, professional development for data-rich instructional decisions will greatly impact the IEP-writing process, monitoring of goal attainment, and direct instruction for students with disabilities.</i></p>	<p><i>The addition of a school counselor, at Grades 4-12, will provide additional support for students with disabilities to engage with each other, school, and planning for their futures. The additional FTE will provide support as students return to what is normal is their lives and adjust to the full demands of school and home. ASCA identifies appropriate school counselor roles and ratios, and with this additional FTE, we are aligned to the recommendations in a more appropriate manner to best support our students.</i></p> <p><i>The District’s ESSER II funds will additionally support a 1.0 FTE Sanford Center Mental Outreach Specialist on site to provide family and student support and resources.</i></p>
<p>Students experiencing homelessness</p>	<p><i>Dakota Valley recognizes the academic challenges of students experiencing homelessness. Students experiencing homelessness will be provided academic interventions through the Reading Interventionists, Waterford programming, and additional supports provided by Reading Recovery. Students are recommended for these interventions by formative assessments conducted at school in combination with teacher recommendations based on anecdotal records and observations. Teachers’ professional judgments are highly regarded in this process to ensure students most in need are served.</i></p>	<p><i>The addition of a school counselor, at Grades 4-12, will provide additional support for all students to engage with each other, school, and planning for their futures. The additional FTE will provide support as students return to what is normal is their lives and adjust to the full demands of school and home. ASCA identifies appropriate school counselor roles and ratios, and with this additional FTE, we are aligned to the recommendations in a more appropriate manner to best support our students.</i></p> <p><i>The District’s ESSER II funds will additionally support a 1.0 FTE Sanford Center Mental Outreach Specialist on site to provide family and student support and resources.</i></p> <p><i>Our Director of Special Services will attend an area Child Protective Team meeting to collaborate and learn of specific resources for our students and families experiencing homelessness.</i></p>

<p>Children in foster care</p>	<p><i>Dakota Valley recognizes the academic challenges of students in foster care. Students will be provided academic interventions through the Reading Interventionists, Waterford programming, and additional supports provided by Reading Recovery. Students are recommended for these interventions by formative assessments conducted at school in combination with teacher recommendations based on anecdotal records and observations. Teachers' professional judgments are highly regarded in this process to ensure students most in need are served.</i></p>	<p><i>The addition of a school counselor, at Grades 4-12, will provide additional support for students in foster care to engage with each other, school, and planning for their futures. The additional FTE will provide support as students return to what is normal in their lives and adjust to the full demands of school and home. ASCA identifies appropriate school counselor roles and ratios, and with this additional FTE, we are aligned to the recommendations in a more appropriate manner to best support our students.</i></p> <p><i>The District's ESSER II funds will additionally support a 1.0 FTE Sanford Center Mental Outreach Specialist on site to provide family and student support and resources.</i></p> <p><i>Our Director of Special Services will attend an area Child Protective Team meeting to collaborate and learn of specific resources for our students in foster care and families providing foster care services in our community.</i></p>
<p>Migratory students</p>	<p><i>Dakota Valley did not have any migratory students during the 20-21 school year. However, should this population be present in the upcoming school years, we will meet their academic needs through a process of identification and appropriate intervention. The intervention focuses on foundational skills to ensure they are at benchmark and confident in their skills.</i></p>	<p><i>Dakota Valley did not have any migratory students during the 20-21 school year. However, should this population be present in the upcoming school years, we will meet their social, emotional, and mental health needs through specific support provided through the additional school counselor and Sanford Center Mental Health Outreach specialist, as well as current members of the Counseling and Special Services Support Team.</i></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.*

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
<p>Overview <i>Dakota Valley School District acknowledges the social and emotional impact of the COVID-19 pandemic on its students. Students experienced a significant</i></p>	

<i>disruption in their lives, and without specific support and intervention, the harmful effects will be felt for longer than necessary. School counselors have shown the ability to help students engage with school, each other, and in planning for their futures. Research supports the value of lowering the student to counselor ratio in order to meet our students' needs.</i>	
Academic Supports Seesaw Learning Management System Software: \$2,101.00 <i>*Software that allows teachers to push out instructional material in a distance learning environment.</i> Screencastify Software: \$613.00 <i>*Instructional software for development of instructional videos in a distance learning environment or flipped classroom setting.</i>	\$2,714.00
Educator Professional Development N/A	
Interventions that Address Student Well-Being Additional School Counselor, Grades 4-12, 1.0 FTE	\$65,764.00
Strategies to Address Workforce Challenges N/A	
Other Priorities Not Outlined Above N/A	
Total Approximate Budget for Investments in Other Allowed Activities	\$68,478.00

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 N/A	
Project #1 N/A	

Project #2	
N/A	
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
Overview N/A	

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>Overview</p> <p><i>The combination of the ARP ESSER funds and ESSER II funds are critical to identifying, reengaging, and supporting students at Dakota Valley who have experienced the impact of lost instructional time and social/emotional support. The funding is utilized to provide a variety of supports, including additional personnel, access to software, and increased opportunities for direct, intensive intervention to close the learning gap.</i></p>
<p>Missed Most In-Person</p> <p><i>The addition of a school counselor at Grades 4-12, will help students to reengage with faculty, their learning, and planning for their future. A school counselor’s role, as defined by ASCA provides for application of academic achievement strategies, goal setting, and plan for post-secondary options. They are integral in the process of reengaging students to ensure graduation. The academic interventions available at the K-6 grade level, with the addition of a Grade 4-6 interventionist funded through ESSER II, captures opportunities to provide intensive intervention to address academic learning loss and social/emotional needs.</i></p>
<p>Did Not Participate in Remote Instruction</p> <p><i>The Mental Health Support Team of school counselors, in conjunction and collaboration with Administrators, teachers, and interventionists, are utilizing data from the 2020-21 school year and the Spring 2020 closure to identify students who did not participate adequately in remote instruction. These students, in addition to all others, participated in baseline testing at the beginning of the 2021-22 academic year. This process, in addition to formative assessments and teacher observations, will form the basis of selection for intensive interventions, both academically and socially/emotionally.</i></p>
<p>At Risk for Dropping Out</p>

The addition of a school counselor at Grades 4-12, our areas most affected for risk of dropping out will help students to reengage with faculty, their learning, and planning for their future. A school counselor's role, as defined by [ASCA](#) provides for application of academic achievement strategies, goal setting, and plan for post-secondary options. They are integral in the process of reengaging students to ensure graduation.

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>Overview, including the three highest priority needs that emerged from consultation</p> <p><i>Dakota Valley is responsive to the needs of its students, as demonstrated in a variety of ways. Administrators conducted information-gathering sessions, in small groups and on an individual basis, to hear from stakeholders and staff what they were experiencing during the 2020-21 school year. Data, both qualitative and quantitative, were collected and joined with personal observations and experiences to form the basis of the ARP and ESSER II funding plan, in which the following priorities were addressed:</i></p> <ul style="list-style-type: none"> • Social and Emotional Well-Being • Support for Reengagement of Students • Academic Learning Loss
<p>Students</p> <p><i>Students share their experiences with staff members, which in turn were reported during the information-gathering phase. Data on student achievement and engagement were collected and analyzed, as well as data concerning increase in behaviors related to social/emotional health.</i></p>
<p>Families</p> <p><i>Dakota Valley School facilitates collaboration with stakeholders on an ongoing basis. School Board meetings are open to the public, with posted agendas available for review. COVID19 and ESSER III funding information have been and will continue to be on the public agendas, with opportunity at each meeting for public comment. Information is shared on an ongoing basis from families to staff members. This information was then shared with building leaders, thus creating a profile of need for the district.</i></p>
<p>School and district administrators (including special education administrators)</p> <p><i>All Dakota Valley administrators were a critical component in gathering information to determine the needs of the district. They brought forth information from staff, families, students, and their own experiences, supported by data and anecdotal observation, to the superintendent and School Board. This information formed the ARP, and ESSER II funding plans.</i></p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p><i>Collaboration to identify needs of our district occurred during the 2020-21 school year with teachers, principals, and staff. Principals conducted small group and individual discussions with staff members to ascertain the greatest needs for our students. This information was compiled and presented to the superintendent for prioritization and budgeting opportunities.</i></p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>N/A</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p><i>Dakota Valley School facilitates collaboration with stakeholders on an ongoing basis. School Board meetings are open to the public, with posted agendas available for review. COVID19 and ESSER III funding information have been and will continue to be on the public agendas, with opportunity at each meeting for public comment.</i></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>

Dakota Valley School facilitates collaboration with stakeholders on an ongoing basis. School Board meetings are open to the public, with posted agendas available for review. COVID19 and ESSER III funding information have been and will continue to be on the public agendas, with opportunity at each meeting for public comment.

The public

Dakota Valley School facilitates collaboration with stakeholders on an ongoing basis. School Board meetings are open to the public, with posted agendas available for review. COVID19 and ESSER III funding information have been and will continue to be on the public agendas, with opportunity at each meeting for public comment.

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.