

**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: Oelrichs School District 23-3	Total ARP ESSER Funding Available: \$997,270
Date of School Board Plan Approval: August 9, 2021 Date of Last Review: October 12, 2021	Budgeted to Date: \$792,013
ARP ESSER School District Plan URL: https://oelrichs.sd.k12.us	Amount Set Aside for Lost Instructional Time: \$260,449

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>Overview</p> <p>Parents/guardians will be provided with a CDC approved checklist to screen their children at home for COVID symptoms. If their children experience fever or chills, breathing difficulties, cough, loss of taste or smell, sore throat, nausea, or diarrhea, parents/guardians are encouraged to keep them home and seek medical advice. Staff members will be provided with the same checklist and encouraged to stay home and seek medical advice if symptomatic.</p> <p>PERSONAL PROTECTION STEPS</p> <p>There are a number of mitigation strategies for personal protection:</p> <ul style="list-style-type: none"> • All students and staff will wear masks when in hallways or common areas and in situations when physical distancing is not possible. The District will supply masks for those who do not have their own, and everyone will be instructed in the correct wearing of masks. • Classrooms will be configured to maximize physical distancing, and students will be asked to “cohort” with their classmates, when appropriate, to reduce contact with students. Students will use individual school supplies, and the use of group manipulatives will be eliminated as much as possible. • To the fullest extent possible, items such as bathroom faucets and soap dispensers will be touchless. Instruction aligned with CDC and SD Department of Health handwashing etiquette will be provided for staff and students. Hand sanitizer will be available near all entrances, classrooms and other common areas. • All water fountains for individual use will be closed, and students and staff will be encouraged to refill water bottles at a water bottle filling station. • Students will walk on the right side of the hallway and will not be permitted to congregate around lockers or other common gathering areas. Plexiglass shields will be used in high traffic areas, and individual student work stations will be provided, as needed. • Old carpets will be replaced with vinyl tiles which are easier to clean and sanitize. A new floor scrubber will be used to expedite cleaning and sanitizing. • Playground equipment will be upgraded and expanded to support social distancing. • Additional custodial staff will be needed to carry out the cleaning required to meet CDC standards. <p>FOOD SERVICE</p> <p>Lunch periods will be staggered to minimize the number of students and staff in the serving and dining areas. Additional cafeteria tables will be purchased to enable persons to be spread apart with seating limited to half capacity, whenever possible. Salad bars will be eliminated, and whenever possible prepackaged foods, including salads, will be provided to</p>	

minimize the risk of contamination. Staff will conduct increased cleaning and sanitation of high-touch surfaces throughout the school day.

VISITORS

Visitors will be required to make an appointment to meet with District teachers and/or staff and will be asked to wear a mask at the meeting if social distancing is not impossible. Vendors and delivery persons may be allowed with prior notice, and their movements will be closely restricted to their particular task (e.g. food delivery). Masks must be worn if social distancing is not possible. Consultants will be permitted into the buildings but must make prior arrangements and will be asked to wear a mask if social distancing is not possible. All scheduled parent/teacher conferences and back-to-school events may be offered both via Zoom and in-person to minimize the number of people in the building.

STUDENTS AND STAFF WHO EXHIBIT COVID-19 SYMPTOMS DURING THE DAY

The District will follow guidance from the SD Department of Health. If a student or staff member becomes sick with COVID-19 symptoms during the school day, the student/staff member will be isolated and then sent home. Parents/Guardians are responsible for student transportation. See the following for detailed information:

<https://doe.sd.gov/coronavirus/documents/DOE-DOH-073020.pdf>

Classroom and other contact areas will be thoroughly cleaned.

POSITIVE CASES AND RESPONSE

The District will follow guidance from the SD Department of Health. If a staff/student has been confirmed by the SD Department of Health or other recognized public health entity to be COVID-19 positive, the school will follow SD Department of Health or other recognized public health guidelines for contact tracing and school closure. The District reserves the right to exclude individuals from school based on advice from the SD Department of Health and SD Codified Law (13-28-7.3). See the following for detailed information:

<https://doe.sd.gov/coronavirus/documents/DOE-DOH-073020.pdf>

ON-LINE LEARNING/TECHNOLOGY

The District will return to face-to-face instruction and will continue to build on the technology efforts of 2020-2021 to include acquiring and updating electronic devices for all students to enhance a blended learning experience. As part of this, the District will continue to provide professional development to teachers and staff in Learning Management Systems.

On-line learning will be offered to students on a case-by-case basis with prior approval and only in very extenuating circumstances, such as a COVID-19 diagnosis. Grading, assessment, attendance and rigor levels will be the same for all learning options.

The District will contract with an Information Technology (I.T.) coordinator to ensure both hardware and software are working properly for students and staff.

BUSSING

The District will resume its normal bus routes and pickup/drop off times and will add a larger, 84 seat capacity bus to increase social-distancing on bus runs. An additional passenger van will be added to increase social-distancing on activity runs, and drivers will be added to operate the new vehicles.

<p>The following will be observed on all school vehicles:</p> <ul style="list-style-type: none"> ○ Students will be required to wear masks. ○ Students will be assigned seats and social distancing will be enforced to the fullest extent possible. ○ Windows will be lowered (weather permitting). ○ Busses will be sanitized after each use. ○ Drivers will wear masks. <p>SCHOOL VEHICLES</p> <p>The District will try to minimize students riding in school vehicles (e.g. passenger van). However, if used, students will be social distanced to the fullest extent possible and the vehicles will be cleaned and sanitized after each use. The safety procedures will be followed while riding in all school vehicles.</p> <p>The District will add an additional vehicle to help reduce student numbers per vehicle.</p>	
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> ● PPE Supplies to include masks, sanitizers and disinfectants (\$7500) ● Temperature controlled Water Bottle Filling Stations (\$3000 x 2 = \$6,000) ● Playground upgrades and equipment (see Construction Project #4) 	<p>\$13,500</p>
<p>Additional FTE</p> <ul style="list-style-type: none"> ● 1 Custodial Staff (\$35,014 salary plus \$4779 benefits) ● 1 Bus Driver (\$14,400 salary plus \$1102 benefits) 	<p>\$55,295</p>
<p>Other Priorities Not Outlined Above</p> <ul style="list-style-type: none"> ● Contracted services with Golden West Communications for IT support with equipment and blended learning platforms (\$48,036) ● 84 Passenger Yellow School Bus (\$98,000) ● Passenger Van (\$37,000) ● Replace old carpet in classrooms and common areas with vinyl tile (see Construction Project #3) 	<p>\$183,036</p>
<p>Total Approximate Budget for Mitigation Strategies</p>	<p>\$252,831</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
<p>Overview</p> <p>The 2021-2022 school year will resume the 5-day week for all students and established attendance and truancy policies and procedures will be followed. The 2021-2022 school calendar is posted on the District website and hard copies are included in registration packets for both new and returning students.</p> <p>The full-time Behavior Specialist employed by the District is available for face-to-face sessions, or if necessary, whatever medium will meet the need. Additionally, the District will contract with external health providers such as Behavior Management Services (BMS) to increase in-person counseling services to students on a weekly basis.</p> <p>The District will offer summer enrichment and credit recovery options in addition to after-school tutoring and remediation. Access to the library and other types of information resources will be upgraded, and new technologies, such as interactive smart boards, will be used across all grade levels as part of the learning management system. A librarian, Intervention Specialist, and para-educator will be employed to carry out the student supports.</p> <p>Certified staff will receive professional development centered on the works of Charlotte Danielson and Robert Marzano, along with other respected authors. That training will prepare them to plan and execute lessons in classrooms with a wide variety of skill levels.</p> <p>In order to address the Social, Emotional, Learning health of students, the staff will take part in a year-long professional development using Casel’s SEL Framework. The first year teachers will be learning and internalizing the material, then teaching, modeling, and applying it with students the following year.</p> <p>Several of the District’s pre-COVID-19 SEL programs such as peer-to-peer mentoring, Character Counts, and other culturally relevant activities will be re-instated.</p> <p>A home/school liaison will be employed whose responsibilities will include (but not limited to the following:</p> <ul style="list-style-type: none"> ○ Serves as a liaison between the District and families relative to attendance, school enrollment, health issues, tardiness, and cultural programs. ○ Effectively communicates with students and families regardless. ○ Facilitates transportation solutions for students and parents for school attendance and meeting purposes. ○ Designs and coordinates meetings for parent and/or student information or training opportunities regarding acculturation issues related to education. ○ Promotes parental involvement in the schools and is the link between the school and home to help families understand the expectations for their children’s success in school. <p>All students will be assessed in core subject areas using NWEA MAP’s, a software program the District has used for the past 4 years. This information will be used to address gaps that occurred because of the interruption in learning caused by the COVID-19 pandemic. The number of electives will be temporarily limited so students will have the time to reconnect and build on their core skills.</p> <p>Parent/family Partnership will be an important aspect in regaining the learning loss of students by re-establishing a desire for learning. There will be a number of planned opportunities for parents and family members to connect with students, staff and community. A few of those include:</p>	

<ul style="list-style-type: none"> ○ An all-school reunion ○ Welcome Back to School night ○ Literacy Night ○ Family Game Night ○ Tour the new school event 	
Specific Evidence-Based Interventions (eg., curriculum, assessments) <ul style="list-style-type: none"> ● District-wide Professional Development centered on the works of Charlotte Danielson and Robert Marzano. 	\$19,200
Opportunities for Extended Learning (eg., summer school, afterschool) <ul style="list-style-type: none"> ● Summer Enrichment/Credit Recovery (\$18,000 plus \$2,459 benefits) ● Afterschool Tutoring and Activities (\$27,000 plus \$3686 benefits) 	\$51,145
Equipment and/or Supplies <ul style="list-style-type: none"> ● Funds used to purchase materials and supplies to supplement after-school programs, credit recovery and summer enrichment. 	\$27,000
Additional FTE <ul style="list-style-type: none"> ● Intervention Specialist Middle and High Schools (\$48,000 plus \$14,384 benefits) ● Paraeducator District-wide (\$15,795 plus \$9933 benefits) 	\$88,112
Other Priorities Not Outlined Above <ul style="list-style-type: none"> ● Increased access to behavior/guidance counselors to address Social-Emotional issues caused by COVID-19 (\$32,000) ● Implementation of peer-to-peer mentoring and Character Education with a focus on cultural relevancy (\$5000.00) ● Library and Media Services Upgrades (\$15,000) ● Home School Liaison District-wide (\$9,840) ● Bus Driver – transportation for afterschool and tutoring programs (\$6176 plus \$976 benefits). 	\$68,992
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$254,449

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
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<p>All students</p>	<p>The Oelrichs School District is 100% Title I. It is a PK-12 grade system with an enrollment of 140. Approximately 95% of our students are American Indian children who reside on the Pine Ridge Reservation and are open-enrolled. The staff is small and professional development is done district-wide.</p> <p>When certain COVID-19 restrictions were relaxed by the SD Department of Health in August 2020 to give students the option to return to in-person instruction, Oelrichs had to abide by OST Ordinance No 20-18 which was passed on March 26, 2020 and remained in place until January 2021. This was a shelter-in-place order which directed individuals to self-isolate in their places of residence. In addition, OST Ordinance No 20-28 established border checkpoints to regulate all non-essential travel which meant the District was unable to transport students to and from the Reservation until late January 2021. To maintain social distancing on the busses, students rotated the days they were able to attend school.</p> <p>The District in 2021-2022 will resume its 5-day week with face-to-face instruction. The District will take several steps to ensure we are meeting the academic needs of our particular student population as noted above. First, to address learning loss, we will offer summer enrichment and credit recovery options in addition to after-school tutoring and remediation. Access to the library and other types of information resources will be upgraded, and new technologies, such as interactive smart boards, will be used across all grade levels as part of our blended learning environment.</p>	<p>In order to address the Social, Emotional, Learning health of students, the staff will take part in a year-long professional development using Casel’s SEL Framework. The first year will be teachers learning and internalizing the material, then teaching, modeling, and applying it with students the following year. The District employs SEL programs such as peer-to-peer mentoring and Character Counts. In addition, the District incorporates a series of culturally relevant activities such as drum group, hand games, and dance as part of meeting our students’ Social and Emotional health.</p> <p>The full-time Behavior Specialist will meet with individual children who have been referred or who go directly for counsel. If the Specialist is unable to meet face-to-face with a student, another suitable medium will be used. The District will also contract with external health providers such as Behavior Management Services (BMS) to increase in-person counseling services to students on a weekly basis.</p> <p>The Parent/Family Partnership will be vital to strengthening the school/home relations, and being able to communicate the SEL needs of students.</p> <p>The home/school liaison will provide a link regarding acculturation issues related to education.</p>
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	<p>The District will continue to use data to differentiate its instruction to meet individual student needs. Based on NWEA MAP and district assessments, students are identified to be serviced in small groups that target specific skills/concepts. The District has employed both math and reading interventionists that meet daily with small groups of students. Teachers have mapped out their curricular areas for a global view of their content in order to better plan differentiated instruction. Teachers work closely with students to ensure each one gets the additional help they may need to be successful in class. Curriculum is organized in such a manner that students who have been absent are able to make up the work that was missed.</p> <p>Each teacher is required to have data cycles to ensure students are learning content. There are data teams that meet monthly to review student progress and make instructional adjustments.</p> <p>As part of this process, certified staff will receive professional development centered on the works of Charlotte Danielson and Robert Marzano, along with other respected authors. That training will prepare them to plan and execute lessons in classrooms with a wide variety of skill levels. Teachers will be in contact with parents concerning their students' academic progress, and call logs will be maintained. Students in need of additional help will receive peer-to-peer mentoring or individual assistance from their teachers and para-educators.</p> <p>The home/school liaison will serve as a liaison between the District and families relative to attendance, school enrollment, health issues,</p>	
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	<p>tardiness, and cultural programs. The liaison will also promote parental involvement and help families understand the expectations for their children’s academic success in school.</p>	
<p>Students from low income families</p>	<p>The Oelrichs School District is 100% Title I. It is a PK-12 grade system with an enrollment of 140. Approximately 95% of our students are American Indian children who reside on the Pine Ridge Reservation and are open-enrolled. The staff is small and professional development is done district-wide.</p> <p>When certain COVID-19 restrictions were relaxed by the SD Department of Health in August 2020 to give students the option to return to in-person instruction, Oelrichs had to abide by OST Ordinance No 20-18 which was passed on March 26, 2020 and remained in place until January 2021. This was a shelter-in-place order which directed individuals to self-isolate in their places of residence. In addition, OST Ordinance No 20-28 established border checkpoints to regulate all non-essential travel which meant the District was unable to transport students to and from the Reservation until late January 2021. To maintain social distancing on the busses, students rotated the days they were able to attend school.</p> <p>The District in 2021-2022 will resume its 5-day week with face-to-face instruction. The District will take several steps to ensure we are meeting the academic needs of our particular student population as noted above. First, to address learning loss, we will offer summer enrichment and credit recovery options in addition to after-school tutoring and remediation. Access to</p>	<p>In order to address the Social, Emotional, Learning health of students, the staff will take part in a year-long professional development using Casel’s SEL Framework. The first year will be teachers learning and internalizing the material, then teaching, modeling, and applying it with students the following year. The District employs SEL programs such as peer-to-peer mentoring, Character Counts, and other culturally relevant activities to help meet the Social, Emotional and Mental Health needs of our students. The full-time Behavior Specialist will meet with individual children who have been referred or who go directly for counsel. If the Specialist is unable to meet face-to-face with a student, another suitable medium will be used. The District will also contract with external health providers such as Behavior Management Services (BMS) to increase in-person counseling services to students on a weekly basis.</p> <p>The Parent/Family Partnership will be vital to strengthening the school/home relations, and being able to communicate the SEL needs of students.</p> <p>The home/school liaison will provide a link regarding acculturation issues related to education.</p>

	<p>the library and other types of information resources will be upgraded, and new technologies, such as interactive smart boards, will be used across all grade levels as part of our blended learning environment.</p> <p>The District will continue to use data to differentiate its instruction to meet individual student needs. Based on NWEA MAP and district assessments, students are identified to be serviced in small groups that target specific skills/concepts. The District has employed both math and reading interventionists that meet daily with small groups of students. Teachers have mapped out their curricular areas for a global view of their content in order to better plan differentiated instruction. Teachers work closely with students to ensure each one gets the additional help they may need to be successful in class. Curriculum is organized in such a manner that students who have been absent are able to make up the work that was missed.</p> <p>Each teacher is required to have data cycles to ensure students are learning content. There are data teams that meet monthly to review student progress and make instructional adjustments.</p> <p>As part of this process, certified staff will receive professional development centered on the works of Charlotte Danielson and Robert Marzano, along with other respected authors. That training will prepare them to plan and execute lessons in classrooms with a wide variety of skill levels. Teachers will be in contact with parents concerning their students' academic progress, and call logs will be maintained. Students in need of additional help will receive peer-to-peer mentoring</p>	
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	<p>or individual assistance from their teachers and para-educators.</p> <p>The home/school liaison will serve as a liaison between the District and families relative to attendance, school enrollment, health issues, tardiness, and cultural programs. The liaison will also promote parental involvement and help families understand the expectations for their children’s academic success in school.</p>	
<p>Students of color</p>	<p>The Oelrichs School District is 100% Title I. It is a PK-12 grade system with an enrollment of 140. Approximately 95% of our students are American Indian children who reside on the Pine Ridge Reservation and are open-enrolled. The staff is small and professional development is done district-wide.</p> <p>When certain COVID-19 restrictions were relaxed by the SD Department of Health in August 2020 to give students the option to return to in-person instruction, Oelrichs had to abide by OST Ordinance No 20-18 which was passed on March 26, 2020 and remained in place until January 2021. This was a shelter-in-place order which directed individuals to self-isolate in their places of residence. In addition, OST Ordinance No 20-28 established border checkpoints to regulate all non-essential travel which meant the District was unable to transport students to and from the Reservation until late January 2021. To maintain social distancing on the busses, students rotated the days they were able to attend school.</p> <p>The District in 2021-2022 will resume its 5-day week with face-to-face instruction. The District will take</p>	<p>In order to address the Social, Emotional, Learning health of students, the staff will take part in a year-long professional development using Casel’s SEL Framework. The first year will be teachers learning and internalizing the material, then teaching, modeling, and applying it with students the following year. The District employs SEL programs such as peer-to-peer mentoring, Character Counts, and other culturally relevant activities to help meet the Social, Emotional and Mental Health needs of our students. The full-time Behavior Specialist will meet with individual children who have been referred or who go directly for counsel. If the Specialist is unable to meet face-to-face with a student, another suitable medium will be used. The District will also contract with external health providers such as Behavior Management Services (BMS) to increase in-person counseling services to students on a weekly basis.</p> <p>The Parent/Family Partnership will be vital to strengthening the school/home relations, and being able to communicate the SEL needs of students.</p>

	<p>several steps to ensure we are meeting the academic needs of our particular student population as noted above. First, to address learning loss, we will offer summer enrichment and credit recovery options in addition to after-school tutoring and remediation. Access to the library and other types of information resources will be upgraded, and new technologies, such as interactive smart boards, will be used across all grade levels as part of our blended learning environment.</p> <p>The District will continue to differentiate its instruction to meet individual student needs. Based on NWEA MAP and district assessments, students are identified to be serviced in small groups that target specific skills/concepts. The District has employed both math and reading interventionists that meet daily with small groups of students. Teachers have mapped out their curricular areas for a global view of their content in order to better plan differentiated instruction. Teachers work closely with students to ensure each one gets the additional help they may need to be successful in class. Curriculum is organized in such a manner that students who have been absent are able to make up the work that was missed.</p> <p>Each teacher is required to have data cycles to ensure students are learning content. There are data teams that meet monthly to review student progress and make instructional adjustments.</p> <p>As part of this process, certified staff will receive professional development centered on the works of Charlotte Danielson and Robert Marzano, along with other respected authors. That training will prepare</p>	<p>The home/school liaison will provide a link regarding acculturation issues related to education.</p>
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	<p>them to plan and execute lessons in classrooms with a wide variety of skill levels. Teachers will be in contact with parents concerning their students' academic progress, and call logs will be maintained. Students in need of additional help will receive peer-to-peer mentoring or individual assistance from their teachers and para-educators.</p> <p>The home/school liaison will serve as a liaison between the District and families relative to attendance, school enrollment, health issues, tardiness, and cultural programs. The liaison will also promote parental involvement and help families understand the expectations for their children's academic success in school.</p>	
English learners	No students have currently been identified as EL.	
Children with disabilities	All children, whether on-line or in person, with disabilities will continue to receive appropriate services as outlined in the Individual Education Plan (IEP) or 504 Plan.	
Students experiencing homelessness	No students have currently been identified as homeless.	
Children in foster care	No students have currently been identified as being in foster care.	

Migratory students	No students have currently been identified as migratory.	
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**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
Overview Given that most of our Pk-12 students learned remotely last year, we believe is it important to re-engage them in career exploration to promote post-secondary transitioning success.	
Academic Supports N/A	
Educator Professional Development N/A	
Interventions that Address Student Well-Being N/A	
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 The original school building is old and outdated. The elementary school roof, which is over 40 years old, is leaking and causing mold issues in the classrooms. The library, music room,	

<p>guidance counselor’s office, and both locker rooms are the areas affected. The roof will be replaced to protect student health. A major concern is the mold, if it continues to worsen, will need major remediation which will mean closing this part of the school and relocating services to existing areas which will make social distancing very difficult, if not impossible. In addition, old carpets will be replaced with vinyl tiles which are easier to clean and sanitize.</p> <p>The HVAC systems in the District will be inspected and upgrades to air filter and ventilations systems will be made when possible and practical. In addition, the District will upgrade its security systems to better monitor the safety precautions and social distancing of students, staff and visitors.</p>	
<p>Project #1 We intend to update the air filtration system in Middle School and High School to an Atmosair Matterhorn ionization Air Purification system to include installation (\$44,000). In addition, the elementary and support staff offices will use portable air cleaners with HEPA filters (10 x \$420.00 = \$4200).</p>	<p>\$48,200</p>
<p>Project #2 We intend to replace the existing white rubber membrane roof with a steel roof (13,000 sq feet x \$8.00 per sq foot to include installation). Due to continuous leaking, mold is a major concern. If it continues to worsen, we will need major remediation which will mean closing this part of the school for an extended period and relocating services to existing areas which will make social distancing very difficult, if not impossible. We will also include a new HVAC system in this part of the building to ensure continued quality air control.</p>	<p>\$104,000</p>
<p>Project #3 We intend to replace the 20 to 30 year old carpet in classrooms and common areas with vinyl tile to provide an environment that is easy to clean and maintain (5000 sq. feet x \$5.50 per sq. foot).</p>	<p>\$27,500</p>
<p>Project #4 Expand and upgrade elementary playground to include swing set (\$3775), climbing and sliding unit (\$27,550), specialized ground cover. and border (\$12,500), and vortex spinner (\$2750). Installation is an additional \$3000.</p>	<p>\$49,575</p>
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	<p>\$229,275</p>

- 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>Overview The District will continue to use local and state contributions. In addition, we will support essential student needs with Title I, REAP Flex and Title VI. A major aspect of annual funding is Impact Aid – both 7002 and 7003. In terms of the latter, the District was recently classified as heavily impacted which will increase this annual payment.</p>	<p>\$4.2 million</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:
- 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.

Narrative
<p>Overview</p> <p>We view all of our children as at-risk because 95% of our students reside on the Pine Ridge Indian Reservation. When certain COVID-19 restrictions were relaxed by the SD Department of Health in August 2020 to give students the option to return to in-person instruction, Oelrichs had to abide by OST Ordinance No 20-18 which was passed on March 26, 2020 and remained in place until January 2021. This was a shelter-in-place order which directed individuals to self-isolate in their places of residence. OST Ordinance No 20-28 established border checkpoints to regulate all non-essential travel which meant the District was unable to transport students to and from the Reservation until late January 2021. To maintain social distancing on the busses, students rotated the days they were able to attend school. The number of students to ride on busses was limited because of social distancing, so they came on alternate days. It was difficult for many students to get into the routine of getting up and going to school. Some students never returned to face-to-face instruction.</p> <p>The students that were seniors are at the most risk for dropping out. ESSR II funds were used to purchase personal electronic devices and MIFI's (hotspots) to facilitate learning and interaction with teachers, however, complete remote learning was not effective for all students, particularly those who are not self-motivated.</p>
<p>Missed Most In-Person</p> <p>The strategies described in the learning loss portions of this document will be used with all students. Instruction will be differentiated to meet the particular needs of each.</p>
<p>Did Not Participate in Remote Instruction</p> <p>All of our students participated in remote instruction at various times of the year.</p>
<p>At Risk for Dropping Out</p> <p>The staff at Oelrichs High School give personalized attention to students particularly those who struggle and are at risk for dropping out. Many times a personal learning plan is designed to meet the unique needs of students.</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>Overview, including the three highest priority needs that emerged from consultation</p> <p>Meetings with certified staff, administrators, families, and consultants resulted in prioritizing the current needs.</p> <p>Attendance was identified as our number one priority. As a result of the shelter-in-place order and the problems with social distancing on our busses, students were unable to attend school daily when the busses were finally allowed to run. Some students never returned to face-to-face instruction.</p> <p>As a result of the CDC and tribal guidelines concerning face-to-face instruction, students are going to have academic loss and learning gaps. That has been identified as our number two priority.</p> <p>The isolation and uncertainty caused by the pandemic makes Social, Emotional Learning as our third priority. The staff will receive training to help meet the needs of students when they return to school to help them be ready to learn and form healthy relationships.</p>
<p>Students</p> <p>All students will be surveyed in September to identify areas of concern and interest.</p>
<p>Families</p> <p>Parents will be surveyed at the Open House/Meet the Teacher night to gain insight into what the District is doing to support families and how that can be improved.</p> <p>Several family engagement activities have been planned for the 2021-2022 school year.</p>
<p>School and district administrators (including special education administrators)</p> <p>The first Friday of each month is set aside for professional development. The school district is small and all teachers are required to attend. Priority of needs was established as a result of administrators and staff collaborating and identifying those needs. All administrators will be taking part in professional development to support the staff. In response to attendance, there is a weekly attendance report to track absences and excuses as a means of being able to address root causes. Each teacher is required to have data cycles to ensure students are learning content. There are data teams that meet monthly to review student progress and make instructional adjustments. During every in-service, teachers receive training in 'Character Counts' and Social-Emotional Learning strategies.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>All certified staff will be participating in professional development to develop and deliver effective lessons. They will also be taking part in SEL professional development to better meet the Social, Emotional Learning needs of students.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>The Oelrichs School District Title I, Part A (School Improvement Plan) and Title VI plans were presented (via Zoom) to the OST Education Agency (TEA) for approval. The presentation also included information from our Comprehensive Needs Analysis (CNA) process. On June 29, 2021, per TEA recommendation, OST President Kevin Killer formally signed the Confirmation of Tribal Consultation. In addition, the District's Back-to-School plan was presented to the OST Education Committee on August 9, 2021 for review and comment.</p>

<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>N/A</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> <p>N/A</p>
<p>The public</p> <p>The Oelrichs School District Board of Directors approved the Back-to-School reopening plan and the preliminary ARP ESSER III Plan at its August 9, 2021 meeting. The ESSER III plan has been included for public comment at its September 13, 2021 and October 12, 2021 regularly schedule meetings.</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.