

**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> Brookings School District	<b>Total ARP ESSER Funding Available:</b> \$3,233,595
<b>Date of School Board Plan Approval:</b> August 9, 2021	<b>Budgeted to Date: \$2,380,608</b>
<b>ARP ESSER School District Plan URL:</b> Brookings.k12.sd.us	<b>Amount Set Aside for Lost Instructional Time: \$1,607,268</b>

## Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<b>Overview</b> N/A	
<b>Equipment and/or Supplies</b> N/A	
<b>Additional FTE</b> N/A	
<b>Other Priorities Not Outlined Above</b> N/A	
<b>Total Approximate Budget for Mitigation Strategies</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
<p><b>Overview</b>  <b>The district is planning on hiring 8 district student success interventionists to ensure school teachers are supported with interventionists targeting students who may need additional academic supports. These are certified teaching positions</b></p> <ul style="list-style-type: none"> <li>▪ <b>How was student learning impacted?</b>            At the onset of COVID, all of the students in district moved to remote learning. We know student learning was impacted due to the nature of instruction as well as the limited participation by many students. During the 20/21 school year, students across the district learned remotely from home. Many student were very successful, but other lagged behind. Further, there is a gap of assessment data that will indicate where students are academically, socially, and emotionally.</li> <li>▪ <b>How did you determine the academic impact?</b>            We are assessing students using NWEA MAP data as well as the 2021 state assessment scores for the students that participated. At the K-3 level, we use Fountas and Pinnell Benchmark</li> </ul>	

<p>assessments as well. District wide, we have formative assessments at each level that teachers have developed to assess learning.</p> <ul style="list-style-type: none"> <li>How are the interventions evidence-based?</li> </ul> <p>We know that students will need additional supports. Our practices are evidence based in that we will use multiple measures to identify student need. Teams are using credible assessment practices, progress monitoring, and interventions to meet the student needs. We learned through the pandemic, that some of our kids need someone that can help address the whole child and help them transition back into a more normal school setting.</p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b> N/A</p>	
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b> N/A</p>	
<p><b>Equipment and/or Supplies</b> N/A</p>	
<p><b>Additional FTE</b> 8 FTE student success interventionists. The interventionists will utilize research based practices from the adopted curriculum and address the specific learning loss addressed above in the overview.</p>	<p><b>\$1,607,268</b></p>
<p><b>Other Priorities Not Outlined Above</b> N/A</p>	
<p><b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b></p>	<p><b>\$1,607,268</b></p>

**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.\*  

How might this strategy look different for the different population of students based on the different needs they many have? How was the student need determined for each category  
How will success be determined for each category

It is the goal of the Brookings School District to invest dollars to personalize learning for each student based on needs specific to the child. The district will use a combination of academic assessments, teacher referrals, counselor referrals and communication with families to determine what the best need for each student may be. Support staff will be in place to address those need that are specific to the student and work among staff to coordinate appropriate interventions and services. We will continue to monitor and adjust based on the same measures as we monitor each child to evaluate growth in their particular area of need. We have been very open in our community and welcome two-way communication to gather feedback and make adjustments to our plan to best meet student needs.

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
<b>All students</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.
<b>Students from low income families</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.
<b>Students of color</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.
<b>English learners</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of

	in learning.	our students.
<b>Children with disabilities</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.
<b>Students experiencing homelessness</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.
<b>Children in foster care</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.
<b>Migratory students</b>	Success Interventionists will be split equitably between all buildings based upon student enrollment in each building. They will work with all students to address academic deficiencies caused by COVID 19 pandemic. They will assist teachers in identifying, assessing and supporting students who need additional resources to address gaps in learning.	By working with individual students to get them caught up in their education process, the success interventionists will assist with improving the students' social, emotional and mental health. These success interventionists will also be working with school counselors to address the mental health needs of our students.

*\*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><b>Overview</b>            The district will hire the following staff to assist students with mental health issues, learning loss and individual counseling: District Social Worker (1 FTE), District Mental Health Counselors (2 FTE) and District School Psychologist (1 FTE). <b>These expenses are allowable under use number 10 which allows the district to provide mental health services and supports.</b></p>	
<p><b>Academic Supports</b>            N/A</p>	
<p><b>Educator Professional Development</b>            N/A</p>	
<p><b>Interventions that Address Student Well-Being</b>            The staff listed above will provide student and family support for student wellbeing. They will also support the academics as well as the social emotional needs of students experiencing academic difficulties.</p>	<p><b>\$773,340</b></p>
<p><b>Strategies to Address Workforce Challenges</b>            N/A</p>	
<p><b>Other Priorities Not Outlined Above</b>            N/A</p>	
<p><b>Total Approximate Budget for Investments in Other Allowed Activities</b></p>	<p><b>\$773,340</b></p>

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

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

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b> 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:
- 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>
<p><b>Overview</b>  <b>The Brookings School District will use NWEA assessment data as well as other formative assessment tools to identify learning loss and provide interventions to our students. Those interventions will be aided by our success interventionists. <b>How were students identified.</b></b></p> <p><b>We are using multiple measures to identify students – assessment data, discipline referrals, counselor referrals, parent referrals. We also will use student performance form last year (remote or in-person) to determine needs.</b></p>
<p><b>Missed Most In-Person</b></p> <ul style="list-style-type: none"> <li>▪ <b>The district will hire success interventionists that will work with at risk students in need of added interventions.</b></li> <li>▪ <b>What does your district’s data tell you about the status of the students in each of these categories?</b></li> </ul> <p><b>Our data tells us that some students thrived during the pandemic academically, but struggled emotionally. The effects of that will continue into the future for our students. Some students</b></p>

were unphased by the pandemic, some were impacted academically, and some in all areas. A one-size-fits all approach will not be successful for our kids.

- How were the students in these categories identified?

They were identified through multiple measures references throughout this plan (assessment/social-emotional/teacher/parent/counselor feedback/attendance, etc.)

- You noted the same strategy for students in both the Missing Most In-Person and Did Not Participate in Remote Instruction sections. How will the interventions look different for these two groups of students?

Interventions will be personalized based on what the student needs. With targeted staff both academic and social-emotional in place, we can meet the needs of our kids and coordinate with classroom staff to help the student be successful.

- Talk about each 3 items above in each box below as well.

#### **Did Not Participate in Remote Instruction**

**The district will hire success interventionists that will work with at risk students in need of added interventions.**

- What does your district's data tell you about the status of the students in each of these categories?

Our data tells us that some students thrived during the pandemic academically, but struggled emotionally. The effects of that will continue into the future for our students. Some students were unphased by the pandemic, some were impacted academically, and some in all areas. A one-size-fits all approach will not be successful for our kids.

- How were the students in these categories identified?

They were identified through multiple measures references throughout this plan (assessment/social-emotional/teacher/parent/counselor feedback/attendance, etc.)

- You noted the same strategy for students in both the Missing Most In-Person and Did Not Participate in Remote Instruction sections. How will the interventions look different for these two groups of students?

Interventions will be personalized based on what the student needs. With targeted staff both academic and social-emotional in place, we can meet the needs of our kids and coordinate with classroom staff to help the student be successful.

- Talk about each 3 items above in each box below as well.

#### **At Risk for Dropping Out**

**The district will hire success interventionists that will work with at risk students in need of added interventions. These students will be assisted by counselors, school psychologists and the social worker to improve the students chances for a successful education experience. The district has a credit recovery program for students at risk for dropping out.**

- What does your district's data tell you about the status of the students in each of these categories?

Our data tells us that some students thrived during the pandemic academically, but struggled emotionally. The effects of that will continue into the future for our students. Some students were unphased by the pandemic, some were impacted academically, and some in all areas. A one-size-fits all approach will not be successful for our kids.

- How were the students in these categories identified?

They were identified through multiple measures references throughout this plan (assessment/social-emotional/teacher/parent/counselor feedback/attendance, etc.)

- You noted the same strategy for students in both the Missing Most In-Person and



Did Not Participate in Remote Instruction sections. How will the interventions look different for these two groups of students?

Interventions will be personalized based on what the student needs. With targeted staff both academic and social-emotional in place, we can meet the needs of our kids and coordinate with classroom staff to help the student be successful.

- Talk about each 3 items above in each box below as well.

**Stakeholder Consultation:**

8. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

Narrative
<p><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>The Brookings School District communicated at the board level and posted the ESSER use recommendations on our website. The three highest needs from our feedback were: <b>Mental health, learning loss and technology.</b> We will continue to review feedback from our stakeholders through our district website feedback form (ask the superintendent).</p>
<p><b>Students</b></p> <p>Students will be able to provide feedback to the district through their teachers, administrators and board members.</p>
<p><b>Families</b></p> <p>Families will be able to provide feedback to the district through their teachers, administrators and board members.</p>
<p><b>School and district administrators (including special education administrators)</b></p> <p>Administrators continue to meet monthly to engage in meaningful consultation in planned use of ESSER funds.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b></p> <p>Staff and the BEA (Brookings Education Association) meet at least monthly where there are opportunities to discuss the planned use of ESSER funds. Staff were surveyed by the BEA on the recommended use of ESSER funds.</p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b></p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b></p>
<p><b>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</b></p> <p>Stakeholders will be able to provide feedback to the district through their teachers, administrators, special services staff members and board members.</p>
<p><b>The public</b></p> <p>The public can continue to view the recommended use of ESSER funds on the district</p>

**website and can contact board members as well as the superintendent to give feedback.**

### **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.