

## **American Rescue Plan Elementary and Secondary School Emergency Relief Requirement for ARP ESSER School Eagle Butte School District 20-1 Plan**

*School Board Approved: August 9<sup>th</sup> 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. It may be accessed at the following URL for the District website: <https://ceb.k12.sd.us/resources.php> Stakeholders may also visit the school business office to view a copy of the plan which is made available upon request.

An Indian Education Committee, Stakeholder Input, and Tribal Consultation meeting was held on Tuesday June 29<sup>th</sup> 2021 to provide a forum for input on the Eagle Butte School District 20-1's use of American Rescue Plan funding to best support our students and continued remediation efforts of the COVID-19 global pandemic. The Eagle Butte Public School District 20-1 held the meeting with in-person and Zoom virtual attendance options. The meeting and access information was published in the West River Eagle, posted on the District website, delivered through a parent mailing and emailed/mailed to the Cheyenne River Sioux Tribal Chairman, the CRST Tribal Education Committee Chair, and the CRST Tribal Education Agency Office Director. In attendance were members of the Indian Education Committee (IEC), an IEC teacher representative, two school administrators, and Dr. Cherie Farlee, CRST Tribal Education Agency Director. Additionally, the plan was shared through a special board meeting that took place on June 30<sup>th</sup> to provide opportunity for further public input.

Superintendent Four Bear presented the Eagle Butte School District American Rescue Plan Act plan and how educational planning, with stakeholder input, would focus on "addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care" due to COVID-19 global pandemic closures and continued COVID-19 remediation to include "school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs." These two focus areas are permissible by the ARP and are referenced within the American Rescue Plan Act which may be accessed at:

<https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8>.

Stakeholder input was provided to the Eagle Butte School District and included the continued provision of enrichment activities, culturally relevant counseling services, and a focus on increased student attendance. Stakeholders commented

they were satisfied with the plan and for its inclusion of Lakota Language & Culture programming. One stakeholder’s comment was in support of the IEC’s inclusion and how they were excited for the continued and future programming of educational services within the Eagle Butte School District and C-EB Schools. Further stakeholder input is welcomed and may be submitted in writing to the office of the Superintendent.

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| <b>School District:</b><br>Eagle Butte School District 20-1   | <b>Total ARP ESSER Funding Available:</b><br>\$11,294,214           |
| <b>Date of School Board Plan Approval:</b><br>August 9 <sup>th</sup> 2021   | <b>Budgeted to Date:</b><br>\$10,345,940                            |
| <b>ARP ESSER School District Plan URL:</b><br><a href="https://ceb.k12.sd.us/resources.php">https://ceb.k12.sd.us/resources.php</a> | <b>Amount Set Aside for Lost Instructional Time:</b><br>\$5,354,640 |

**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><b>Overview</b></p> <p>According to the CDC, “Long-standing systemic health and social inequities have put many racial and ethnic minority groups at increased risk of getting sick and dying from COVID-19. People who identify as American Indian/Alaska Native, Black, and Hispanic are disproportionately affected by COVID-19; these disparities have also emerged among children...certain racial and ethnic groups have borne a disproportionate burden of illness and serious outcomes from COVID-19. These health disparities are evident even among school-aged children. For these reasons, health equity considerations related to in-person instruction are an integral part of this complex decision-making. It is important that these schools have the resources and technical assistance needed to adopt and diligently implement actions to slow the spread of the virus that causes COVID-19 among people inside the school and out in the community. Schools play a critical role in promoting equity in education and health for groups disproportionately affected by COVID-19.”</p> |                    |

The current student population of our school is 99.26% of Native American culture. Our school is identified as 100% free and reduced lunch program eligible due to socio-economic factors which affect residents within our District boundaries. Many of our students reside in intergenerational homes. Thus, the impact of the *burden of illness and serious outcomes from COVID-19* are compounded to affect not only children, but the parents/guardians of children, extended family members, and grandparents who reside within those homes.

It is imperative the Eagle Butte School District continue with the multi-layered approach to COVID-19 mitigation efforts and these efforts are evidenced through our school Continuity of Services Plan and within this document. Areas of COVID-19 remediation concentration include facilities needs and addressing student learning loss.

**CDC Recommended Guidelines for facilities:**

*Between students in classrooms*

- ✓ *In elementary schools, students should be at least 3 feet apart.*
- ✓ *In middle schools and high schools, students should be at least 3 feet apart in areas of low, moderate, or substantial community transmission. In areas of high community transmission, middle and high school students should be 6 feet apart if co-horting is not possible.*

*Maintain 6 feet of distance in the following settings:*

- ✓ *Between adults (teachers and staff), and between adults and students, always in the school building. Several studies have found that transmission between staff is more common than transmission between students and staff, and among students, in schools.*
- ✓ *When masks cannot be worn, such as when eating.*
- ✓ *During activities when increased exhalation occurs, such as singing, shouting, band, or sports and exercise. Move these activities outdoors or to large, well-ventilated space, when possible.*
- ✓ *In communal areas such as school lobbies and auditoriums.*

Source: <https://tinyurl.com/fnnd5b5z> Centers for Disease Control and Prevention.

**Equipment and/or Supplies**

- Cleaning equipment and supplies, masks, hand sanitizer, disinfectant wipes, gloves, air purifying spray, hand soap, paper towels, etc.
- Air purifier equipment filter replacements for each classroom
- Touchless water fountains and urinals

Cleaning Supplies & PPE: 120,000(0Yr.) / 360,000(3Yrs.)

Air Purifier Filters: 5,000(Yr.) / 15,000

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| <ul style="list-style-type: none"> <li>• Electronic signage to provide a socially distanced, low contact, and extended distance option of communication with parents/students on education and health &amp; safety related information.</li> <li>• Food service equipment including food warmers for delivery to student learning cohorts</li> <li>• Supplemental C.E.R.T. Coordinated Emergency Response Team training: Pandemic, infectious disease, and public health response training for safety committee and staff members. Preparation of informational infectious disease educational materials and classroom emergency response supplies related to infectious disease. \$20,000 for three (3) years.</li> </ul> | <p>Touchless fountains and urinals:<br/>8,000(Yr.) / 24,000</p> <p>Electronic Signage:<br/>\$80,000 (One Time)</p> <p>Food Service Equipment:<br/>12,000(Yr.) / 36,000</p> <p>Infectious Disease Emergency Response CERT Training and Supplies:<br/>\$20,000(Yr.) / 60,000(3Yrs.)</p> |
| <p><b>Additional FTE</b></p> <ul style="list-style-type: none"> <li>• One (1) Health &amp; Wellness Coordinator, 3-year position</li> <li>• Temporary/Vouchered custodial staff members (4 FTE) to support facilities maintenance in the remediation of COVID-19 and other infectious diseases.</li> <li>• Food services personnel (3 FTE) to support our meal delivery to classroom cohorts within their classrooms</li> </ul>  | <p>*H &amp; W Coor.<br/>\$73,000(Yr.) / 219,000(3Yrs)</p> <p>*Custodial Staff:<br/>191,000(Yr) / 573,300(3Yrs)</p> <p>*Food Services Staff: 120,000(Yr) / 360,000(3Yrs)</p>   |
| <p><b>Other Priorities Not Outlined Above</b></p> <ul style="list-style-type: none"> <li>• As recommended by the ARPA: <i>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</i> Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</li> <li>• As recommended by the ARPA: Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health</li> </ul>  | <p>N/A</p>  |

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| departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. This will be accomplished under the direction of the Health & Wellness Coordinator and will include student and staff educational sessions on the prevention and remediation of COVID-19 and infectious disease. |                     |
| <b>Total Approximate Budget for Mitigation Strategies</b>  | <b>1,727,300.00</b> |

**Academic Impact of Lost Instructional Time**

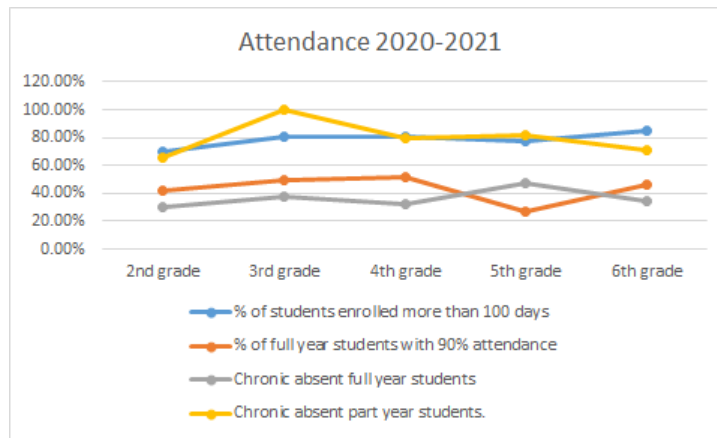
- Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of 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></p> <p>Using research-based materials and strategies, Cheyenne Eagle Butte School will remediate learning loss using Multi-Tiered System of Support (MTSS). In addition to core content teaching each day in smaller groups with appropriate classroom space allowing for safety, time is set aside for intervention in small groups where students are taught specific skills that they need to continue the path to proficiency.</p> <p><b>Recommended Guidelines for remediating student learning loss:</b></p> <p><i>In accordance with recommended guidelines and best practices for the remediation of learning loss, the following strategies will best support our efforts for remediation and to provide services for our learners:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Use curriculum-based assessments and curriculum-based measurements</i></li> <li>✓ <i>Establish community homework centers</i></li> <li>✓ <i>Implement a universal social-emotional learning (SEL) program</i></li> <li>✓ <i>Plan alternative scheduling models</i></li> </ul> <p><i>High-quality summer learning programs:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Offer both enrichment and academic activities that are preplanned and sequenced</i></li> <li>✓ <i>Assign a dedicated employee to direct the program who is responsible for centralizing planning, managing the summer program, making decisions, and committing at least half time to the role</i></li> <li>✓ <i>Devote sufficient time to academic learning such as operating five to six weeks with at least two hours of daily instruction</i></li> </ul> |                    |

- ✓ Promote consistent attendance with clear and firm enrollment procedures and attendance policies
- ✓ Employ high quality academic and enrichment teachers and program providers with appropriate grade-level and subject-matter experience
- ✓ Maintain small class sizes
- ✓ Promote a positive and enjoyable experience rather than a punitive culture of remediation
- ✓ Use curriculum-based assessments and curriculum-based measurements

Source: <https://tinyurl.com/8cmpjre7> Mid-Atlantic Regional Education Laboratory (REL) and the U.S. Department of Education’s Institute for Education Sciences (IES).

**COVID-19 Related Effects on Student Attendance and Achievement:**



| Grade Level | Math District Data 2018 Spring Mean RIT |          | Math District Data 2021 Spring |          | COVID RELATED Growth Data                         |   | Grade Level    | ELA/Reading District Data 2018 Spring Mean RIT |          | ELA/Reading District Data 2021 Spring |          | COVID RELATED Growth Data                         |   |
|-------------|---|----------|--------------------------------|----------|---|---|----------------|--|----------|---------------------------------------|----------|---|---|
|             | Student # Tested                        | Mean RIT | Student # Tested               | Mean RIT | Increase or Decrease in Number of Students Tested | Increase or Decrease in Average RIT Score |                | Student # Tested                               | Mean RIT | Student # Tested                      | Mean RIT | Increase or Decrease in Number of Students Tested | Increase or Decrease in Average RIT Score |
| Grade 2     | 98                                      | 179.6    | 66                             | 176.1    | -32   | -3.5                                      | Grade 2 (2017) | 98   | 181.7    | 66                                    | 170.2    | -32   | -11.5                                     |
| Grade 3     | 95                                      | 192.2    | 76                             | 181.9    | -19   | -10.3                                     | Grade 3        | 95   | 186.8    | 76                                    | 178.8    | -19   | -8  |
| Grade 4     | 90                                      | 202.4    | 61                             | 196.1    | -29   | -6.3                                      | Grade 4        | 91   | 196.9    | 61                                    | 194.4    | -30   | -2.5                                      |
| Grade 5     | 81                                      | 207      | 79                             | 200.8    | -2  | -6.2                                      | Grade 5        | 83   | 199.9    | 79                                    | 194      | -4  | -5.9                                      |
| Grade 6     | 79                                      | 211.8    | 80                             | 204.7    | 1   | -7.1                                      | Grade 6        | 79   | 207.5    | 80                                    | 202.4    | 1   | -5.1                                      |
| Grade 7     | 95                                      | 211.3    | 75                             | 209.8    | -20   | -1.5                                      | Grade 7        | 95   | 205      | 76                                    | 204.8    | -19   | -0.2                                      |
| Grade 8     | 105                                     | 217.1    | 64                             | 213.3    | -41   | -3.8                                      | Grade 8        | 105  | 210.7    | 66                                    | 211.1    | -39   | 0.4                                       |
| Grade 9     | 71                                      | 219.4    | 60                             | 218.9    | -11   | -0.5                                      | Grade 9        | 75   | 218      | 59                                    | 212.9    | -16   | -5.1                                      |
| Grade 10    | 51                                      | 226      | 59                             | 224.1    | 8   | -1.9                                      | Grade 10       | 59   | 217.8    | 53                                    | 217.9    | -6  | 0.1                                       |
| Grade 11    | 53                                      | 227.1    | 56                             | 224.2    | 3   | -2.9                                      | Grade 11       | 52   | 220.2    | 55                                    | 217.2    | 3   | -3  |
| Grade 12    | 12                                      | 229.3    | 41                             | 223.6    | 29  | -5.7                                      | Grade 12       | 47   | 219.1    | 40                                    | 220.5    | -7  | 1.4                                       |

Specific Evidence-Based Interventions (e.g., curriculum, assessments)

N/A

Our school currently utilizes the NWEA MAP learning continuum used to determine levels and specific level of intervention for each child. Star assessments data is utilized as a 2<sup>nd</sup> data point and is used as a screener tool for finding skill deficiencies in math and reading proficiency. To support current practices, the following will be *Response to Intervention (RtI)* strategies will be utilized to supplement our efforts to remediate student learning loss. According to the research of John Hattie, RtI is described as, “Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement”. According to meta-analysis of factors related to student achievement, RtI has a positive effect size of 1.07. (Hattie, <https://tinyurl.com/3nu5vc65>)

- **Supplementary Intervention Staff & Strategies:** An additional reading intervention teacher (contractor with teaching license) and para professionals will use the assessment data to determine student base levels, and will work with them to reach proficiency with the use of the Reading Mastery Language and Reading curriculum, a research-based curriculum for reading remediation. Students testing below grade level will get one or two supplementary reading interventions daily. In both reading and math, additional para professionals will work with small groups and individuals throughout the day to help students learn skills they have missed during the pandemic so they can get back on track. Schedules will be made grade-wide and will take the need for cohort groups into account when scheduling.
- **Supplementary Intervention Materials:** Level-based intervention materials such as sight word cards, sight word readers, math manipulatives, games for teaching thinking skills, books, writing supplies, and references such as Road to the Code to teach students skills they have missed due to COVID and/or attendance issues last year during online and hybrid learning blocks.
- **Multi-Tiered Systems of Support (MTSS) -** Grade level and departmental teams will evaluate students who are identified as needing academic and social-emotional supports in Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive) student groupings according to data. These students will then be strategically supported through the MTSS & RtI frameworks to receive personalized guidance with mathematics, reading, language arts, and with social-emotional supports.
- **Smaller Class Sizes –** We have increased the number of certified teaching and instructional support staff to allow for decreased classroom sizes and will be implementing the student learning pod cohort model to provide opportunity for more one-to-one instruction and to align with recommended health and safety protocols to remediate student learning loss and to mitigate COVID-19.

**Opportunities for Extended Learning (e.g., summer school, afterschool)**

- **Supplementary Summer School** is offered for 4 weeks, 4 hours/day. Remediation of learning loss is the sole purpose of this opportunity. Students will work on Reading and math activities through the morning, with a brain break recess in the middle. Students will be grouped in classes of 15 or less (small learning cohorts) with a teacher and an assistant in each room. Spring assessment data will be used to identify learning levels for each child. Computer assisted instruction, one-to-one instruction in learning sight words,

Summer School:

15,000(Yr) /  
45,000(3Yrs)

explicit reading strategies, and hands on math strategies will all be used to increase the learning time for children affected by student learning loss due to the pandemic.

- Supplementary after-school enrichment activities will include: NBA Math Hoops Club, STEM Club, and a Native American Club to increase exposure to and the practice of learning concepts through fun and meaningful ways for learners. Two (2) staff members per club will be needed to facilitate activities for the duration of thirty (30) club meetings for each club. Meetings will be 1.5 hrs. in length. Additionally, supplementary learning materials will be needed to support the enrichment activities and each club (3) will be budgeted \$3000 for the duration of the school year for two (3) years.
- Supplementary Lakota Language & Cultural programming: presentation series, increased educational programming within our core offerings, and cultural mentorship opportunities to best support our students as we work to remediate student learning loss. The presentation series will consist of ten (10) sessions (1 monthly) with a supply budget of \$1000 for each session for two (3) years. Two (2) staff members will be needed to facilitate the sessions for 2 hrs. in length. The activities may be presentations, workshops, or mentoring sessions and will be open to students and their families to promote parent participation and student engagement.
- Supplementary Saturday School (homework support & learning loss remediation) - On selected dates throughout the calendar year, students may attend Saturday School to receive tutoring assistance, help with homework, and to participate in activities developed to remediate student learning loss based upon individual student needs and assessment data. A minimum of one (1) staff member per grade level or content area will provide instructional services, with the assistance of support staff. The program will need an annual budget of \$5000 for three (3) years for supplementary materials, supplies, and activities costs.

Staff Members: 26 total

- K-12 certified staff members = 13 total certified staff members x \$35/hr.
- K-12 support staff members = 13 total support staff members- x \$30/hr.

Session Hours: 6 hrs./day

- 9:00-10:00 Prep
- 10:00-2:00 Saturday School Session w/ sack lunch
- 2:00-3:00 Prep

Session Dates: 15 sessions

Enrichment Clubs  
Supply Budget:

3,000/Club =  
9,000(Yr) /  
\$27,000(3Yrs)

LLC Programming  
Supply Budget:

\$10,000(Yr) /  
30,000(3Yrs)

Saturday School  
Supply Budget:

5,000(Yr) 15,000  
(3Yrs)



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| <ul style="list-style-type: none"> <li>• September 18</li> <li>• October 16, 30</li> <li>• November 6, 20</li> <li>• December 11</li> <li>• January 22, 29</li> <li>• February 12, 26</li> <li>• March 12, 26</li> <li>• April 9, 23</li> <li>• May 14<sup>th</sup></li> </ul> <ul style="list-style-type: none"> <li>• Supplementary Telehealth Options – The C-EB Mental Health &amp; Wellness Committee will explore the option and potential need for tele-health services to support the social-emotional needs of our learners that have been affected by the COVID-19 global pandemic.</li> <li>• Special Education Supplements: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by providing a Multi-Tiered System of Support (MTSS).</li> </ul> | <p>Supplementary Telehealth Budget: 7,000(Yr) / 21,000(3Yrs)</p> <p>SPED Supplementary Budget: 15,000(Yr) / 45,000(3Yrs)</p> |
| <p><b>Equipment and/or Supplies:</b> <i>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</i></p> <ul style="list-style-type: none"> <li>• Three (3) after-school clubs: NBA Math Hoops Club, STEM Club, and a Native American Club - supplementary learning materials will be needed to support the enrichment activities and each club will be budgeted \$3000 for supplies and materials for the duration of the school year.</li> <li>• Lakota Language &amp; Cultural presentation series supplementary supplies - The presentation series will consist of ten (10) sessions (1 monthly) with a supply budget of \$500 for each session</li> <li>• Supplementary classroom technological learning materials to increase student engagement and the remediation of learning loss at \$50,000 for two (3) years.</li> </ul>   | <p>Clubs: See above</p> <p>LLC: See above</p>  |

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| <ul style="list-style-type: none"> <li>• SMARTLab supplemental curriculum and materials to increase student engagement and to remediate learning loss.</li> <li>• Supplementary Intervention Materials: Level-based intervention materials such as sight word cards, sight word readers, etc.</li> <li>• Technology hardware rotations for staff and students: Student laptops (550), Red CAT speaker systems for (20) classrooms, (45) teacher classroom desktops w/monitors, webcams, headphones with mics, to aid in any virtual lessons/distance learning, (70) teacher/staff laptops to aid in virtual/distance learning lessons.</li> <li>• Laptop carts (38) for the storage and maintenance student devices to facilitate 1-to-1 learning and tech needs.</li> <li>• Smartboards to assist with improving instructional delivery</li> </ul>   | <p>Supplementary Tech:<br/>50,000(Yr) /<br/>150,000(3Yrs)</p> <p>SMARTLab:<br/>\$280,000</p> <p>Supplementary<br/>Intervention<br/>Materials:<br/>20,000(Yr) /<br/>60,000(3Yrs)</p> <p>Technology<br/>Hardware: \$983,000</p> <p>Laptop Carts:<br/>\$22,800</p> <p>Smartboards:<br/>\$190,350</p> |
| <p><b>Additional FTE</b></p> <ul style="list-style-type: none"> <li>• Summer school programming: 14 teachers and 14 para professionals K-6 for 4 weeks @\$35.00/hour x 6 hours/day for teachers and \$30.00/hour Paras x 4.5 hours/day x 20 days. Supplies and curriculum materials for a 4-week program for remediation of learning loss. (Times 3 years)</li> <li>• Saturday School Program: K-12 certified staff members = 13 total certified staff members x \$35/hr., K-12 support staff members = 13 total support staff members- x \$30/hr. Six (6) hrs. per session for fifteen (15) sessions.</li> <li>• Lakota Language &amp; Culture Series: Two (2) staff members will be needed to facilitate the sessions for 2 hrs. in length for ten (10) sessions. The activities may be presentations, workshops, or mentoring sessions and will be open to students and their families to promote parent participation and student engagement. 2 staff x \$35(30)/hour x 2 hrs/10 sessions/year x 3 years = \$4,800 (With benefits)</li> </ul> | <p>Summer School<br/>Staff: 109,800(Yr) /<br/>329,400(3Yrs)</p> <p>Saturday School<br/>Staff: 46,550(Yr) /<br/>139,650(3Yrs)</p> <p>LLC Facilitators:<br/>4,800(3Yrs)</p>   |

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| <ul style="list-style-type: none"> <li>• One (1) 2<sup>nd</sup> grade reading interventionist (contractor @ \$400/day x 150 days x 3 years)</li> <li>• Two (2) Intervention paraprofessionals at regular para rate with temporary contract for 3 years for intervention in reading and math.</li> <li>• Two (2) intervention and student supervision para-professionals for keeping groups small and cohorts together. These are for the coming year as we are still eating in our classrooms, and paras are supporting the learning, and helping with supervision in smaller cohort groups.</li> <li>• Three (3) after school tutors to work directly with students on remediation learning loss in reading at the lower grades. These will be in addition to tutors paid from other funds. 3 tutor teachers x \$35/hour (\$30 for para) x 2 hours x 110 days = \$26,300 (with benefits) x 3 years = \$78,900</li> <li>• Two (2) 3-year Instructional Coaching positions</li> <li>• Four (4) 3-year temporary teachers to keep classroom sizes low for increased ability for teacher to differentiate to meet needs, and to increase space in classrooms for safety protocols.</li> <li>• Two (2) 3-year Special Education Teacher positions to further support special student populations.</li> <li>• One (1) 3-year Special Education Clerk</li> <li>• Two (2) staff members per the three (3) enrichment clubs will be needed to facilitate activities for the duration of thirty (30) club meetings <i>for each club</i>. Meetings will be 1.5 hrs. in length. 6 staff @ \$35/\$30 hour x 1.5 hour/meeting x 30 meetings x 3 years</li> </ul> | <p>One Reading Int. Contractor:<br/>60,000(Yr) / 180,000(3Yrs)</p> <p>Four Int. Paras:<br/>146,200(Yr) / 438,600(3Yrs)</p> <p>Three after-school tutors: 26,300(Yr) / 78,900(3Yrs)</p> <p>Two Instructional Coaches:<br/>173,600(Yr) / 520,800(3Yrs)</p> <p>Four Gen. Ed. Teachers:<br/>348,500(Yr) / 1,045,500(3Yrs)</p> <p>Two SpEd Teachers:<br/>176,000(Yr) / 528,000(3Yrs)</p> <p>One SPED Clerk:<br/>51,800(Yr) / 155,400(3Yrs)</p> <p>Six Club Staff:<br/>21,480(Yr)/64,440(3 Yrs)</p> |
| <p><b>Other Priorities Not Outlined Above</b></p> <ul style="list-style-type: none"> <li>• The school social workers will work to strengthen efforts to evaluate and remediate student absenteeism; strengthen partnerships with community supports, and work with</li> </ul>   | <p>N/A</p>  |

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| the school-wide administrative team to develop an overall plan for increasing student attendance and participation. |                     |
| <b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>                                      | <b>5,354,640.00</b> |

**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. \*

Allowable Expenditure: \*\*\* Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

| <b>Population</b>                        | <b>Academic</b>   | <b>Social, Emotional, and Mental Health</b>   |
|--|---|---|
| <b>All students</b>                      | Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. In addition to core content teaching each day, time is set aside for intervention in small groups where students are taught specific skills that they need to continue the path to proficiency. | <p>Wrap around services –</p> <ol style="list-style-type: none"> <li>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</li> <li>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</li> <li>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</li> <li>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</li> </ol> |
| <b>Students from low-income families</b> | Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children  | <p>Wrap around services –</p> <ol style="list-style-type: none"> <li>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL)</li> </ol>   |

|                          |  |   |
|--------------------------|--|---|
|                          | <p>with disabilities, which may include assistive technology or adaptive equipment. Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. This student sub-population will also benefit from participation in a peer-mentoring program.</p>  | <p>curriculum to support the SEL needs of all learners.</p> <ol style="list-style-type: none"> <li>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</li> <li>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</li> <li>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</li> </ol>   |
| <b>Students of color</b> | <p>Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. In addition to core content teaching in smaller (15 or 16 students) cohort groups each day, time is set aside for intervention in small groups where students are taught specific skills that they need to continue the path to proficiency, for students of color. This student sub-population will also benefit from participation in a peer-mentoring program.</p> | <p>Wrap around services –</p> <ol style="list-style-type: none"> <li>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</li> <li>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</li> <li>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</li> <li>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</li> </ol> |
| <b>English learners</b>  | <p>In addition to overall student population supports: Should our District have enrolled learners of the English language - using research-based materials and strategies, we will remediate learning loss using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with</p>  | <p>Wrap around services –</p> <ol style="list-style-type: none"> <li>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</li> <li>2. Partnership with local youth organizations to provide services related to social-emotional,</li> </ol>  |

|  |  |   |
|--|--|---|
|  | <p>personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. In addition to core content teaching each day, time is set aside for intervention in small groups where students are taught specific skills that they need to continue the path to proficiency. English Language Learners will be provided additional intervention sessions with the supports, materials, and resources made available to them to remediate learning loss and to promote the acquisition of academic language.</p>   | <p>mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</p> <ol style="list-style-type: none"> <li>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</li> <li>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</li> </ol>  |
| <p><b>Children with disabilities</b></p>         | <p>In addition to overall student population supports: Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs.</p> | <p>Wrap around services –</p> <ol style="list-style-type: none"> <li>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</li> <li>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</li> <li>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</li> <li>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</li> </ol> |
| <p><b>Students experiencing homelessness</b></p> | <p>In addition to overall student population supports: Extended learning time for the after-school and weekend programming assists students experiencing homelessness. They are served a snack during after school and are allowed to participate in after school activities until 5:30 p.m. with their peers. Students who need a ride home are able to get one from staff using a school vehicle, when needed. Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with</p>  | <p>Wrap around services –</p> <ol style="list-style-type: none"> <li>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</li> <li>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</li> </ol>  |

|                                       |  |  |
|---------------------------------------|--|--|
|                                       | <p>personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. This student sub-population will also benefit from participation in a peer-mentoring program.</p>  | <p>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</p> <p>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</p>   |
| <p><b>Children in foster care</b></p> | <p>In addition to overall student population supports: Extended learning time for the after-school and weekend programming assists students experiencing homelessness. They are served a snack during after school and are allowed to participate in after school activities until 5:30 p.m. with their peers. Students who need a ride home are able to get one from staff using a school vehicle, when needed. Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. This student sub-population will also benefit from participation in a peer-mentoring program.</p> | <p>Wrap around services –</p> <p>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</p> <p>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</p> <p>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</p> <p>4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support.</p> |
| <p><b>Migratory students</b></p>      | <p>In addition to overall student population supports: Extended learning time for the after-school and weekend programming assists students experiencing homelessness. They are served a snack during after school and are allowed to participate in after school activities until 5:30 p.m. with their peers. Students who need a ride home are able to get one from staff using a school vehicle, when needed. Using research-based materials and strategies, we will remediate learning loss using the Response to Intervention (RtI) process and by implementing a Multi-Tiered System of Support (MTSS). These frameworks will provide learners with personalized supports in mathematics, reading, language arts, and in meeting social-emotional needs. This student sub-population will also</p>   | <p>Wrap around services –</p> <p>1. Providing mental health services which are culturally relevant by using the Lakota Circles of Hope program, in addition to the Positive Action social-emotional learning (SEL) curriculum to support the SEL needs of all learners.</p> <p>2. Partnership with local youth organizations to provide services related to social-emotional, mental health &amp; wellness, and healthy lifestyles education and activities to support students who have been impacted by COVID-19.</p> <p>3. Partnership with local mental health services to provide telehealth options in supporting students who have been impacted by COVID-19.</p>   |

|  |   |  |
|--|---|--|
|  | benefit from participation in a peer-mentoring program. | 4. Promotion of cultural teachings, lessons, and mentorship programming for cultural relevance as a support. |
|--|---|--|

*\*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></p> <p>As recommended by the ARPA: <i>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—</i></p> <p><i>(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;</i></p> <p><i>(ii) implementing evidence-based activities to meet the comprehensive needs of students;</i></p> <p>Source: <a href="https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8">https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8</a></p> |                    |
| <p><b>Academic Supports</b></p> <p>To best support the endeavor of remediating student learning loss, staff training on high-quality and research-based curricular materials, instructional methods, and best practices is essential to our planning and implementation. According to the research of John Hattie, <i>Teacher Clarity</i> is described as, “...both a method and a mindset. It’s teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations”. As evidenced by the meta-analysis of factors related to student achievement, <i>Teacher Clarity</i> has a positive effect size of .75.</p>   | N/A                |



(Hattie, <https://tinyurl.com/3nu5vc65>). Additionally, *Teacher Efficacy* is described as, “a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment” and Hattie further clarifies *Teacher Efficacy* as, “collaborative conversation based on evidence”. Teacher efficacy has an effect size of 1.57 as a factor related to student achievement. In the studies of Goddard, Hoy, and Hoy (2000), they could demonstrate that between-school differences of collective teacher efficacy were more important in explaining student achievement than socioeconomic status. The provision of staff training to foster teacher clarity and efficacy, enhance instructional delivery skills, and to support the supplementary interventions process will greatly affect the success of our learners.

Source: <https://tinyurl.com/yj63dfmm>

**Educator Professional Development**

- Instructional Coaching Training Program to support these staff members in developing and implementing a quality support system for school-wide instructional delivery quality for maximum effectiveness on increasing student learning measures, as evidenced through assessment and coaching data.
- Teacher Training for the Oceti Sakowin Essential Understandings: Lakota Language & Cultural presentation series, increased educational programming, and cultural mentorship opportunities to best support our students as we work to remediate student learning loss. Estimated costs for three (3) years \$45,000
- Supplemental C.E.R.T. Coordinated Emergency Response Team training: Pandemic, infectious disease, and public health response training for safety committee and staff members. Training fees and registration. \$10,000/year, for three (3) years.
- Supplemental technology training for the integration of technology to support instructional delivery and to increase student engagement for special education and general education staff. PD: ISTE 2020-2021; ISTE 2021-2022; ISTE 2022-2023 - (12 staff/year, 3 yrs.) The ISTE National Summer Conference offers evidence-based professional learning, coaching, and year-round academies to support educators in learning and applying effective strategies for the transformational use of technology to mitigate learning loss and the increased implementation of technology integration within our instructional delivery system to support student engagement due to COVID-19. Pre-COVID, our school was a technological desert.

Instructional Coaching Training /Travel: \$15,000 (1Yr.) / 45,000 (3Yrs.)

Oceti Sakowin Training /Travel: \$15,000 (Yr.) \$45,000 (3Yrs)

Infectious Disease Emergency Response CERT Training Fees 10,000(Yr) / 30,000 (3Yrs)

Supplemental Technology Integration Training/Travel: 48,000(Yr.) / 144,000(3Yrs)

**Interventions that Address Student Well-Being**

N/A

|   |                   |
|---|-------------------|
| <ul style="list-style-type: none"> <li>Lakota Language &amp; Cultural presentation series, increased educational programming (Oceti Sakowin), and cultural mentorship opportunities to best support our students as we work to remediate student learning loss. These efforts will contribute to the social-emotional, physical, and mental health needs of our learners who have been adversely affected by the COVID-19 global pandemic.</li> </ul> |                   |
| <b>Strategies to Address Workforce Challenges</b> <ul style="list-style-type: none"> <li>We will increase the number of staff members and provide training to them so that we can successfully implement the integration of technology to support student engagement and Response to Intervention strategies in our efforts to remediate student learning loss caused by effects of the COVID-19 global pandemic.</li> </ul>                          | N/A               |
| <b>Other Priorities Not Outlined Above</b>  | N/A               |
| <b>Total Approximate Budget for Investments in Other Allowed Activities</b>   | <b>264,000.00</b> |

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department’s prior approval. For further guidance, see [U.S. Department of Education’s FAQs](#) B-6, B-7, B-8 and C-27.

| Narrative   | Approximate Budget |
|---|--------------------|
| <b>Overview</b><br><p>According to the CDC, “Long-standing systemic health and social inequities have put many racial and ethnic minority groups at increased risk of getting sick and dying from COVID-19. People who identify as American Indian/Alaska Native, Black, and Hispanic are disproportionately affected by COVID-19; these disparities have also emerged among children...certain racial and ethnic groups have borne a disproportionate burden of illness and serious outcomes from COVID-19. These health disparities are evident even among school-aged children. For these reasons, health equity considerations related to in-person instruction are an integral part of this complex decision-making. It is important that these schools have the resources and technical assistance needed to adopt and diligently implement actions to slow the spread of the virus that causes COVID-19 among people inside the school and out in the community. Schools play a critical role in promoting equity in education and health for groups disproportionately affected by COVID-19.”</p> |                    |

The current student population of our school is 99.26% of Native American culture. Our school is identified as 100% free and reduced lunch program eligible due to socio-economic factors which affect residents within our District boundaries. Many of our students reside in intergenerational homes. Thus, the impact of the *burden of illness and serious outcomes from COVID-19* are compounded to affect not only children, but the parents/guardians of children, extended family members, and grandparents who reside within those homes. It is imperative the Eagle Butte School District continue with the multi-layered approach to COVID-19 mitigation efforts. Those efforts will include the renovation of our current Heating, Cooling, and Ventilation system to improve the ventilation system of our facility to promote health and safety in communicable disease prevention and to increase space within our cafeteria area to support spacing requirement recommended by the CDC to prevent the spread of communicable disease.

**Project #1**

Cafeteria remodel: This project will allow our facility to maintain CDC recommended space allocations to ensure social distancing to further mitigate the effects of the current COVID-19 global pandemic.

CDC recommendations: Maintain 6 feet of distance in the following settings:

Between adults (teachers and staff), and between adults and students, always in the school building. Several studies have found that transmission between staff is more common than transmission between students and staff, and among students, in schools.

1. When masks cannot be worn, such as when eating.
2. During activities when increased exhalation occurs, such as singing, shouting, band, or sports and exercise. Move these activities outdoors or to large, well-ventilated space, when possible.
3. In communal areas such as school lobbies and auditoriums.

3,000,000.00

**Total Approximate Budget for Renovation, Air Quality, and/or Construction**

**3,000,000.00**

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

| Narrative | Approximate Budget |
|-----------|--------------------|
|-----------|--------------------|

|  |  |
|--|--|
| <p><b>Overview</b></p> <p>The district will evaluate and obligate funding sources to determine the most suitable use of funding to support the provision of a well-rounded educational program to remediate student learning loss. This evaluation will include the consideration of: student needs: academic, physical, social, and emotional; staffing; professional development; the acquisition and implementation of research-based supplemental strategies and curricular programming; health, safety, and environmental needs. Tools utilized for the evaluation will include, but not be limited to: attendance data; student achievement data; school improvement needs analysis and plans; school safety and security assessment data; Native American participation data, and other reports to determine how to best meet the immediate needs of our learners. Funds will then be allocated accordingly to remediate student learning loss while providing a safe and healthy environment to learn and work within. Sources of funding evaluated include, but are not limited to: JOM, Perkins IV, Title I, Title II, Title IV, Title V, Title VI, Impact Aid, McKinney Vento, and General Funds.</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:
  - 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.

| <b>Narrative</b>   |  |
|--|--|
| <p><b>Overview</b></p> <p>The district will evaluate data sources to determine the most suitable use of resources to support the provision of a well-rounded educational program for at-risk learners. This will include the consideration of: student needs: academic, physical, social, and emotional; staffing; professional development; the acquisition and implementation of research-based supplemental strategies and curricular programming; health, safety, and environmental needs. Tools utilized for the evaluation will include, but not be limited to: attendance data; student achievement data; data collected through the Response to Intervention (RtI) process; data and information collected by our school’s support team, including our school nurse, social worker, and counselors; and other reports to determine how to best meet the immediate needs of our learners to remediate student learning loss while providing a safe and healthy environment to learn and socialize within. Cultural, community, and familial resources will be utilized when developing these remediations, while abiding by FERPA and other regulatory measures to best meet the needs of our learners.</p> |  |
| <p><b>Missed Most In-Person</b></p> <p>The district will evaluate data sources to determine the most suitable use of resources to support the provision of a well-rounded educational program for those that missed most in-person. This will include the consideration of: student needs:</p>   |  |

academic, physical, social, and emotional; staffing; professional development; the acquisition and implementation of research-based supplemental strategies and curricular programming; health, safety, and environmental needs. Tools utilized for the evaluation will include, but not be limited to: attendance data; student achievement data; data collected through the Response to Intervention (RtI) process; data and information collected by our school's support team, including our school nurse, social worker, and counselors; and other reports to determine how to best meet the immediate needs of our learners to remediate student learning loss while providing a safe and healthy environment to learn and socialize within. Cultural, community, and familial resources will be utilized when developing these remediations, while abiding by FERPA and other regulatory measures to best meet the needs of our learners.

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

The district will evaluate data sources to determine the most suitable use of resources to support the provision of a well-rounded educational program for those who did not participate in remote instruction. This will include the consideration of: student needs: academic, physical, social, and emotional; staffing; professional development; the acquisition and implementation of research-based supplemental strategies and curricular programming; health, safety, and environmental needs. Tools utilized for the evaluation will include, but not be limited to: attendance data; student achievement data; data collected through the Response to Intervention (RtI) process; data and information collected by our school's support team, including our school nurse, social worker, and counselors; and other reports to determine how to best meet the immediate needs of our learners to remediate student learning loss while providing a safe and healthy environment to learn and socialize within. Cultural, community, and familial resources will be utilized when developing these remediations, while abiding by FERPA and other regulatory measures to best meet the needs of our learners.

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

The district will evaluate data sources to determine the most suitable use of resources to support the provision of a well-rounded educational program for those at risk for dropping out. This will include the consideration of: student needs: academic, physical, social, and emotional; staffing; professional development; the acquisition and implementation of research-based supplemental strategies and curricular programming; health, safety, and environmental needs. Tools utilized for the evaluation will include, but not be limited to: attendance data; student achievement data; data collected through the Response to Intervention (RtI) process; data and information collected by our school's support team, including our school nurse, social worker, and counselors; and other reports to determine how to best meet the immediate needs of our learners to remediate student learning loss while providing a safe and healthy environment to learn and socialize within. Cultural, community, and familial resources will be utilized when developing these remediations, while abiding by FERPA and other regulatory measures to best meet the needs of our learners.

### **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**

## Overview, including the three highest priority needs that emerged from consultation

Focus of the plan:

- Student learning loss remediation
- Facilities quality for health and safety
- Lakota Culture & Language

Input received and included within plan as a result of consultations:

- enrichment activities
- culturally relevant counseling services
- a focus on increased student attendance

Re: Dissemination of June 29th 2021 ARP Indian Education Committee & Stakeholder Input Meeting

On June 29th, 2021, the Eagle Butte Public School District 20-1 held an American Rescue Plan Act (ARP) Indian Education Committee & Stakeholder Input Meeting with in-person and Zoom virtual attendance options. The meeting and access information was published in the West River Eagle, posted on the District website, delivered through a parent mailing and emailed/mailed to the Cheyenne River Sioux Tribal Chairman, the CRST Tribal Education Committee Chair, and the CRST Tribal Education Agency Office Director. In attendance were members of the Indian Education Committee, an IEC teacher representative, two school administrators, and Dr. Cherie Farlee, CRST Tribal Education Agency Director. Additionally, the plan was shared through a special board meeting that took place on June 30th to provide opportunity for further input.

Superintendent Four Bear presented the Eagle Butte School District American Rescue Plan Act plan and how educational planning, with stakeholder input, would focus on “addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care” due to COVID-19 global pandemic closures and continued COVID-19 remediation to include “school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.” These two focus areas are permissible by the ARP and are referenced within the American Rescue Plan Act which may be accessed at: <https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H1C1CA7B872894DE0B325C5BB06991BB8>.

Stakeholder input was provided to the Eagle Butte School District and included the continued provision of enrichment activities, culturally relevant counseling services, and a focus on increased student attendance. Stakeholders commented they were satisfied with the plan and for its inclusion of Lakota Language & Culture programming. One stakeholder’s comment was in support of the IEC’s inclusion and how they were excited for the continued and future programming of educational services within the Eagle Butte School District and C-EB Schools. Further stakeholder input is welcomed and may be submitted in writing to the office of the Superintendent. Additionally, we will continue to hold open forum meetings in the fall, winter, and spring of each year so that stakeholder groups may be provided the opportunity to provide input on the development and adjustment of the plan as necessary.

**Students**

The District will conduct student surveys to determine student needs and to collect input that will be used with other data and measures to guide our plan, for the duration of our plan and beyond. Also, a student body representative will be seated on the Indian Parent Committee and attend monthly meetings to represent and convey the needs of the student body. This representative may gather and provide input on the development and adjustment of the plan as needed, in addition to regularly provided educational programming initiatives.

**Families**

The District will conduct parent/stakeholder surveys to determine student needs and to collect input that will be used with other data and measures to guide our plan, for the duration of our plan and beyond. Additionally, the District will work with the Indian Parent Committee (IEC) to seek their input and guidance on how we can improve the plan for the benefit of our learners, as needed. IEC meetings are regularly scheduled to take place on the first Monday evening of each month at 5:30 pm and are open to the public for the purpose of providing input on the ARP plan, and other educational programming initiatives to best meet student needs.

**School and district administrators (including special education administrators)**

School administrators, including special education administrators, and teacher leadership will conduct regular meetings to consolidate and evaluate data sets to determine the progress of our plan for the remediation of effects caused by the COVID-19 global pandemic. The plan will be adjusted as needed to best suit and meet student needs to benefit our general student population and all sub-populations. The ongoing progress will be shared with stakeholders for further input and communication purposes.

**Teachers, principals, school leaders, other educators, school staff, and their unions**

Outcomes from data evaluations will be shared with all stakeholder groups, including: teachers, students, principals, school leaders, other educators, school staff, and their unions. We will continue to hold open forum meetings in the fall, winter, and spring of each year so that these stakeholder groups may be provided the opportunity to provide input on the development and adjustment of the plan as necessary.

**Tribes (for affected LEAs (Local Education Agency) under Section 8538 of the ESEA; see [here](#) for more detail)**

Outcomes from data evaluations will be shared with all stakeholder groups, including the Cheyenne River Sioux Tribe. We will continue to hold open forum meetings in the fall, winter, and spring of each year so that stakeholder groups and Tribal representation may be provided the opportunity to provide input on the development and adjustment of the plan as necessary.

**Civil rights organizations (including disability rights organizations), as applicable**

As applicable, outcomes from data evaluations will be shared with all stakeholder groups, including civil rights organizations. We will continue to hold open forum meetings in the fall, winter, and spring of each year so that stakeholder groups may be provided the opportunity to provide input on the development and adjustment of the plan as necessary.

**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**

Outcomes from data evaluations will be shared with all stakeholder groups, including student sub-population stakeholders. We will continue to hold open forum meetings in the fall, winter, and spring of each year so that stakeholder groups may be provided the opportunity to provide input on the development and adjustment of the plan as necessary.

**The public**

Outcomes from data evaluations will be shared with all stakeholder groups, including public stakeholders. We will continue to hold open forum meetings in the fall, winter, and spring of each year so that stakeholder groups may be provided the opportunity to provide input on the development and adjustment of the plan as necessary.

**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.