

School District: Kadoka Area School 35-2	Total ARP ESSER Funding Available: \$5,465,480
Date of School Board Plan Approval: 8-9-2021	Budgeted to Date: \$5,465,480
ARP ESSER School District Plan URL: https://www.kadoka.k12.sd.us/cms/lib/SD02206302/Centricity/Domain/4/ARP%20ESSER%2010-25-2021.pdf	Amount Set Aside for Lost Instructional Time: Learning Loss: \$917,643 Indirect Costs: \$175,453 Total: \$1,093,096

Prevention and Mitigation Strategies

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

Narrative	Approximate Budget
<p>Overview The district is looking at adding a new MS/HS building with more space, and HVAC with ionization. \$4,322,384</p>	
<p>Equipment and/or Supplies Elementary building HVAC upgrades</p>	<p>\$50,000</p>
<p>Additional FTE Additional FTE was hired and will be maintained out of ESSER II</p>	<p>NA</p>
<p>Other Priorities Not Outlined Above</p>	<p>NA</p>
<p>Total Approximate Budget for Mitigation Strategies</p>	<p>\$50,000</p>

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education’s FAQ](#) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Assessment MAPS, IXL, STAR, Renaissance, Reading Plus and Lexia. Assessments are national norm to see if there is regression due to COVID. Curriculum supplements to ensure we are providing our students with all the tools needed to succeed during the pandemic. We will supplement our current curriculum to fill in gaps. What works clearing house lists research done on both NWEA MAPS and STAR reading and math. IXL is assigned by the teachers to address gaps of mastery</p>	<p>\$64,896</p>

and instruction by the teacher. It is used by 1 in 5 US students across the county. Please see IXL website for evidence based research.	
Opportunities for Extended Learning (eg., summer school, afterschool) The district provides afterschool and summer program through the 21 Century Grant.	NA
Equipment and/or Supplies Classroom and technology supplies to continue with continuity during the pandemic. We will be purchasing engaging and meaningful classroom supplies in order to help all our students grow such as Easy Tech and Mystery Science. These technology and classroom supplies will be tailored toward assisting in the areas where there was the most learning loss.	\$12,657
Additional FTE Additional staff has been hired to address the learning loss caused by the pandemic. FY 21-22 FY 22-23 FY 23-24: As follows 1.0 FTE Certified Teacher Kadoka building 1.0 FTE Para Kadoka Elem 1.0 FTE Para Long Valley Elem 1.0 FTE Para Interior Elem 1.0 FTE Support Staff Kadoka Elem 1.0 FTE Support Staff Kadoka MS/HS	\$670,000
Other Priorities Not Outlined Above FY 22,23,24 Online instruction for the students who are participating in remote learning through Black Hills Online Learning.	\$170,090
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$917,643

Investments Aligned with Student Needs

3. Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.*

Population	Academic	Social, Emotional, and Mental Health
All students	Assessments that are given to students will direct our interventions and strategies moving forward. We are a small district and are fortunate	Our school psychologist and guidance teacher have purchased curriculum to address social, emotional and mental health needs

	<p>enough to know each and every student on a personal basis and can assess their individual needs.</p>	<p>in a broader way. Intervention specialists meet to determine which students need these services.</p>
<p>Students from low-income families</p>	<p>The Kadoka Area School District will provide core instruction to all students. Additionally, students will be provided interventions to provide academic enrichment and additional support. School supplies and technology devices will be made available to all students free of charge to ensure students can access their education. Progress monitoring and benchmark assessments will be administered to ensure students receive support needed to succeed.</p>	<p>Counseling services are provided for students via a school guidance teacher as well as outside mental health providers. Students are also taught social and emotional skills through weekly guidance classes.</p>
<p>Students of color</p>	<p>The Kadoka Area School District partners with the Indian Education Committee to address needs of our Native American students. The Kadoka Area School District will provide core instruction to all students. Additionally, students will be provided interventions to provide academic enrichment and additional support. School supplies and technology devices will be made available to all students free of charge to ensure students can access their education. Progress monitoring and benchmark assessments will be administered to ensure students receive support needed to succeed.</p>	<p>The Kadoka Area School District partners with the Indian Education Committee to address needs of our Native American students. Counseling services are provided for students via a school counselor as well as outside mental health providers. Students are also taught social and emotional skills through weekly guidance classes.</p>
<p>English learners</p>	<p>NA</p>	<p>NA</p>

<p>Children with disabilities</p>	<p>The Kadoka Area School District supports academic needs children with disabilities in a variety of ways. Needs identified during evaluation processes, feedback from IEP team members, classroom observations, and present levels of performance will be utilized to identify appropriate supports and goals for academic goals and supports. Progress monitoring and benchmark assessments will be administered to ensure students receive support needed to succeed. Children with disabilities will be supported by school improvement initiatives identified. School District supports academic needs children with disabilities in a variety of ways. Needs identified during evaluation processes, feedback from IEP team members, classroom observations, and present levels of performance will be utilized to identify appropriate supports and goals for academic goals and supports. Progress monitoring and benchmark assessments will be administered to ensure students receive support needed to succeed. Children with disabilities will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments.</p>	<p>Children with disabilities are supported in a variety of ways to address social, emotional, and mental health needs. Needs identified during evaluation processes, feedback from IEP team members, classroom observations, and present levels of performance will be utilized to identify appropriate supports and goals for mental health needs. Counseling services are provided for students via a school guidance teacher as well as outside mental health providers. Students are also taught social and emotional skills through weekly guidance classes.</p>
<p>Students experiencing homelessness</p>	<p>NA</p>	<p>NA</p>

Children in foster care	The Kadoka Area School District will identify academic needs of children in foster care. Students will also be provided interventions to provide academic enrichment and additional support. School supplies and technology devices will be made available to all students free of charge to ensure students can access their education. Progress monitoring and benchmark assessments will be administered to ensure students receive support needed to succeed.	The Kadoka Area School District offers a variety of mental health, social, and emotional support to children in foster care. Counseling services are provided for students via a school counselor as well as outside mental health providers. Students are also taught social and emotional skills through weekly guidance classes.
Migratory students	NA	NA

**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

- Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview	
Academic Supports	NA
Educator Professional Development The district continues to allow our district to participate in professional development that is paid for with other funds.	NA
Interventions that Address Student Well-Being	NA

Strategies to Address Workforce Challenges	NA
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Investments in Other Allowed Activities	NA

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

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

Narrative	Approximate Budget
Overview The building that the MS/HS students are currently housed in is aged. It was built in 1938 as a WPA building and is commonly referred to as the Alamo. With its small classroom and hallway sizes it makes it difficult for students to social distance. The heating is a boiler system, and the air conditioning is units in the wall. This doesn’t allow for proper ventilation. The cost to renovate this aged building would be near the cost of a new building. We have had an architecture firm do a feasibility study of renovation vs. new building.	
Project #1 Construction of a new MS/HS building with larger classrooms and passing areas, an updated HVAC system to allow for proper air flow.	\$4,322,384
Project #2 Update the HVAC system in the elementary building	\$50,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$4,372,384

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>Overview The district will continue to fund special education through IDEA and district funds. We are Title 1 school wide, also through REAP we will continue to use class size reduction. All current student needs will continue to be met through various federal programs, state aid and local district contributions. The school is also a participant in the 21 Century after school and summer program. This allows for students to continue to receive services after the school day has completed and during the summer hours.</p>	<p>NA</p>
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Engaging Students at Risk

- 7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
 - a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - b. Students who did not participate or participated inconsistently in remote instruction
 - c. Students most at risk of dropping out of school.

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

Narrative
<p>Overview</p>
<p>Missed Most In-Person Assessments are given to all students to see where there could possibly be gaps caused by the pandemic, after the results of the assessments an individualized plan for interventions can be made for the student. Reports were reviewed from Black Hills Online Learning to see how much time each student spent on instruction.</p>
<p>Did Not Participate in Remote Instruction Assessments are given to all students to see where there could possibly be gaps caused by the pandemic, after the results of the assessments an individualized plan for interventions can be made for the student. Attendance records for the last three years have been reviewed to identify these students.</p>

At Risk for Dropping Out

Assessments are given to all students to see where there could possibly be gaps caused by the pandemic, after the results of the assessments an individualized plan for interventions can be made for the student.

Students who missed school more than 25% were identified.

Stakeholder Consultation:

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

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation The plan for our ARP funding is included in our Return to Learn plan. Currently the three biggest things to come out of meeting with the stakeholders were more space for MS/HS, extra staff to help the students who suffered from learning loss, and larger vehicles to allow for more social distancing.</p>
<p>Students District wide open houses were held at each school located within the district to allow for students to visit with school staff and administration.</p>
<p>Families District wide open houses are currently being held at each school located within the district. PTO organizations have been collaborating with the district to assist with kids in the district that we, as staff, may not be aware of.</p>
<p>School and district administrators (including special education administrators) Use of ARP funds is discussed in our weekly district administration meetings. They are also discussed in our school board meetings.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions. Staff was asked to bring the needs they felt most important to their building principal so that it could be brought to the administration team. There are monthly meetings held for communication of staff on the ground to the building level supervisors.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) The district held an Indian Ed Policies and Procedures meeting in December 2020 (no feedback was received) and will again in December 2021. Principals attend tribal education zoom meetings when called by the tribe to ensure we are working with the tribes our district serves.</p>

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

NA

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

District wide open houses were held at each school located within the district. Advantage of being a small district is that we have a very close relationship with all our families and have PTO and meetings for open lines of communication.

The Public

We are in the process of advertising for an architect a CMAR once we have secured a architect and CMAR we will be having a public hearing to discuss all parts of the ARP plan, and will welcome public comment.