

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

Updated: 12/13/2021

Updated: 5/9/2022

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund was established in response to the immense challenges facing students, educators, staff, schools, and districts in preparing for and responding to COVID-19. The funds are for a wide array of activities to address diverse needs arising from or exacerbated by the pandemic, or to emerge stronger post-pandemic. This includes responding to students’ social, emotional, mental health, and academic needs. Because of the unprecedented, one-time funding available to districts, the South Dakota Department of Education (the department) encourages school districts to invest the funding strategically. Investments should provide sustained benefits to students and positively impact the district long-term.

The below plan must be completed by each public school district receiving funding under the ARP ESSER, developed in concert with stakeholders as detailed below and available for public comment. Districts must submit this plan to the department by Aug. 20, 2021; all funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024.

The ARP ESSER School District Plan Template is based on the U.S. Department of Education (US ED) Interim Final Rules 34 CFR Chapter II, Docket IDED-2021-OESE-0061 from April 22, 2021, the [ARP State Plan](#) issued April 21, 2021 from US ED, and US ED’s [Frequently Asked Questions](#) issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

School District: Miller School District 29-4	Total ARP ESSER Funding Available: \$585,132.00
Date of School Board Plan Approval: September 13, 2021	Budgeted to Date: \$585,132.00
ARP ESSER School District Plan URL: Http://miller.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$216,010.00

Prevention and Mitigation Strategies

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

Narrative	Approximate Budget
<p>Overview</p> <p>Miller School District leadership team spent a great deal of time learning about how to keep our students and staff safe and in school face-to-face during the 2020-2021 school year. The mitigation efforts that were in place for the 2020-2021 school year are being used for the 2021-2022 school year and the foreseeable future. The effective mitigation strategies that are being used are social distancing, increased cleaning, disinfecting as well as ongoing modeling and teaching of proper hygiene. The Miller District will continue with these steps and focus on this as a priority in our buildings.</p>	
<p>Equipment and/or Supplies Disinfecting solutions will continue to be used and the supplies will be replenished.</p>	
<p>Additional FTE NA</p>	
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	

Academic Impact of Lost Instructional Time

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

Narrative	Approximate Budget
<p>Overview</p> <p>The Miller District is committed to implementing activities and programs that will address the academic impact of lost instructional time, as well as social and emotional learning. We are fortunate that our students have been able to be in school face-to-face all year if they were not sick or were quarantined. Our plan to continue this momentum. With that we</p>	

realize that some students did experience loss of learning for a variety of reasons and the district will continue to make a concerted effort to support all students' needs.

Specific Evidence-Based Interventions (eg., curriculum, assessments)

The district believes the best way to address learning loss is to establish a data driven culture through the Multi-Tiered System of Supports (MTSS) program through the state of South Dakota, beginning with Response to Intervention (RtI) in the elementary school and Positive Behavior Intervention Supports (PBIS) in the JH/HS. The district has two learning coaches to help build the capacity of the staff and provide more learning opportunities while using data driven decisions for the success of our students. Our district looked for and found a better avenue to educate and connect with students when in the building and out of the building to ensure success.

The district will be using the Smarter Balanced Assessment in all schools, Aimsweb Plus in the elementary school and School Wide Information System (SWIS) in the JH/HS to collect the data. Ongoing progress monitoring is in place to view the progress of our programs and students.

Our school district is in need of new curriculum for reading/ language arts in k-12 grades. The literacy curriculum in our JH/HS does not have an online component. The elementary school has dated curriculum and would benefit from an updated copyright and the online components that allows teachers to connect with students that are unable to be in face-to-face attendance. The online component continues to give students skills for the 21st Century.

Having a curriculum with an online component will allow the Miller School staff to have more efficient opportunities of engagement with students. When teaching lessons while a student is in the classroom or at home due to quarantined or an illness, all students are provided an additional opportunity to learn the needed skills. Providing an online component allows the students ongoing opportunities to revisit the lessons if needed.

In the 2021-2022 school year the district implemented a full day junior kindergarten/kinderstart for the students that are five years old by September 1st and could attend kindergarten but are not quite ready.

Aimsweb Plus
\$1690.00 yearly
SWIS
\$400.00 yearly

PBIS and RtI staff development
\$31,770.00

K-12
Reading/ Language Art Curriculum
\$135,000.00

Junior Kindergarten /Kinderstart
\$47,150

Opportunities for Extended Learning (eg., summer school, afterschool) We have a summer school program in the elementary school and after school tutoring for all k-12 students.	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$216,010

Investments Aligned with Student Needs

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

Population	Academic	Social, Emotional, and Mental Health
All students	The Miller School District is implementing Rtl. Students through the Rtl process will work in small groups to support needs, complete progress monitoring to ensure that adequate progress is being made and individualized interventions are in place. The teachers will meet monthly to ensure progress.	The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.
Students from low income families	Miller is a small school district with a relatively low students to teacher ratio. Progress monitoring assessments will be completed to ensure adequate progress is being made while interventions are in	The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team

	place. The teachers will meet monthly to ensure progress.	that studies the ongoing data to ensure that we are making progress and that our goals are being met.
Students of color	Miller is a small school district with a relatively low students to teacher ratio. The same supports will be given to all students regardless of race, color, or ethnicity. The teachers will meet monthly to ensure progress.	The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.
English learners	Students will be identified through the Rtl process, work in small groups to support needs, complete progress monitoring to ensure that adequate progress is being made and individualized interventions are in place. The teachers will meet monthly to ensure progress.	The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.
Children with disabilities	The Miller staff will continue to monitor and provide the academic achievement instruction for children with disabilities. Students will be identified through the Rtl process, work in small groups to support needs, complete progress monitoring to ensure that adequate progress is being made and individualized interventions are in place. The teachers will meet monthly to ensure progress.	The Miller staff will continue to monitor and provide social, emotional and mental health needs for students with disabilities. The district is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.
Students experiencing homelessness	Miller has very few students that are experiencing homelessness but if a student is identified, we will accommodate to ensure that equal access to the academic programming and supports is available. Students will be identified through the Rtl process, work in small groups to support needs, complete progress monitoring to ensure that adequate	Miller has very few students that are experiencing homelessness students but if a student is identified, we will accommodate to ensure that equal access to the academic programming and supports is available. The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and

	progress is being made and individualized interventions are in place. The teachers will meet monthly to ensure progress.	emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.
Children in foster care	Miller has very few students that are in foster care but if a student is identified, we will accommodate to ensure that equal access to the academic programming and supports is available. Students will be identified through the Rtl process, work in small groups to support needs, complete progress monitoring to ensure that adequate progress is being made and individualized interventions are in place. The teachers will meet monthly to ensure progress.	Miller has very few students that are in foster care but if a student is identified, we will accommodate to ensure that equal access to the academic programming and supports is available. The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.
Migratory students	Miller has very few migratory students but if a student is identified, we will accommodate to ensure that equal access to the academic programming and supports is available. Students will be identified through the Rtl process, work in small groups to support needs, complete progress monitoring to ensure that adequate progress is being made and individualized interventions are in place.	Miller has very few migratory students but if a student is identified, we will accommodate to ensure that equal access to the academic programming and supports is available. The Miller School District is implementing PBIS. The staff are also attending trainings with NAMI and PBIS to incorporate a positive culture for the social and emotional learning. The district has a leadership team that studies the ongoing data to ensure that we are making progress and that our goals are being met.

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

Investments in Other Allowed Activities

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

Narrative	Approximate Budget
<p>Overview</p> <p>The Miller District is committed to implementing activities and programs that will address the academic impact to educate our students, as well as social and emotional learning. We are fortunate that our students have been able to be in school face-to-face all year if they were not sick or were quarantined. With that we realize that some students were unable to be in school due to quarantine, isolation due to COVID or being sick. The district continues to make a concerted effort to support all students' needs.</p>	
<p>Academic Supports</p> <p>Our district looked for and found a better avenue to educate and connect with students when in the building and out of the building to ensure student success.</p> <p>The district did this by purchasing Promethean Active Panels to allow students to be more engaged in their learning. When the students are in the classroom either on-line or face-to-face all are able to actively participate in the class. With this piece of technology, the students are able to receive the activities, learning lessons, worksheets if available within the curriculum while using the programs, Microsoft Teams and Google Classroom.</p> <p>Computers were purchased to assist with the online component and to continue to build 21st Century skills.</p>	<p>Promethean Panels- Elementary \$52,186</p> <p>JH/HS \$53,540</p> <p>Computers- Elementary \$7,664</p> <p>JH/HS \$30,395</p>
<p>Educator Professional Development</p>	
<p>Interventions that Address Student Well-Being</p>	
<p>Strategies to Address Workforce Challenges</p>	
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$143,785</p>

- 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
<p>Overview The Miller School District had two boilers, one that was more than 50 years old and one that was 30 years old. Last winter one boiler went out in the coldest time of the year for 6 days. Our students and staff were unable to attend school in person due to the temperature in the building. When this happened, we learned that we had many issues with the boilers and ventilation within the school. We are in the process of a two-year remodel with the boilers and ventilation. The JH/HS does not have air conditioning and the pneumatics and heating unit fans in the classrooms are also needing to be replaced. The air-conditioning in the theatre needs a condensing unit to work. The lighting in the building is poor. We will be removing the classroom heating vents and replacing new ventilation in the JH/HS. This new system will allow air-conditioning to be placed in the school.</p>	
<p>Project #1 Work completed in the summer of 2021:</p> <ul style="list-style-type: none"> • Lighting • Air-conditioner condensing unit in the theatre. • Temperature Controls Retrofit 	<p>Lighting \$160,000.00 Condensing Unit \$40,000.00 Temperature controls \$84,663.00</p>
<p>Project #2 Work will be completed in the summer of 2022:</p> <ul style="list-style-type: none"> • Temperature Controls Retrofit 	<p>Temperature controls \$225,337.00</p>
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	<p>\$510,000.00</p>

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 Miller School District is confident that we will be addressing learning loss and providing more opportunities for academic and student mental health well-being. We will continue to provide services by utilizing our current funding sources including Title I, CEIS funds available through IDEA, as well as funding available through the state funding.</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>Administration in the buildings continue to identify students that have missed significant days due to the pandemic as well as those who have not been fully engaged throughm the school year whether in person or through Google Classroom or Microsoft Teams. We continue to monitor our students and work to provide engagement opportunities. This school year, we are implementing Rtl and PBIS.</p> <p>The district purchased Promethean Active Panels to allow students to be more engaged in their learning. When the students are in the classroom either on-line or face-to-face all are able to actively participate in the class during the live session as well as to be recorded and sent to the student if needed. The teacher/ leader in the classroom is able to engage with the student to help the student in becoming involved in learning. With this piece of technology, the students are able to receive the activities, learning lessons, worksheets if available within the curriculum while using the program and Microsoft Teams and Google Classroom.</p>
<p>Missed Most In-Person</p> <p>A low number of students have been identified. We will continue to focus on in person learning.</p>
<p>Did Not Participate in Remote Instruction</p> <p>Last school year (2020-2021) we offered the option for students to attend school on-line with DIAL or Black-Hills Learning. This was not very successful for the few students that registered for this option; therefore, we are not offering this option for the 2021-2022 school year. We welcomed the students back into the building to learn and to be apart of our school system. If a student should need to be home learning due to COVID or being a close contact, they will be able to attend the class online through Microsoft Teams and Google classroom while using the promethean active panels.</p> <p>Purchasing and implementation of promethean panels where students can play an active role in the classroom with the teacher and students in the class in a face-to-face live session to learn the</p>

lessons/South Dakota State Standards is crucial. The teacher/ leader in the classroom is able to engage with the student to help the student in becoming involved in learning.

At Risk for Dropping Out

The district has a low number of students that are at risk of dropping out, but our building administration and staff work closely with families that are in such situations. Grades, attendance, and behaviors are all factors taken into consideration when determining students and families who need additional assistance.

Purchasing and implementation of promethean panels where students can play an active role in the classroom with the teacher and students in the class in a face-to-face live session is effective to help the students to be engaged and to learn the lessons. The teacher/ leader in the classroom is able to engage with the student to help the student in becoming involved in learning.

Stakeholder Consultation:

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

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation</p> <p>Since the pandemic, the Miller School District leadership team, a committee of school board members, parents, physicians, and community members served to create a plan to be implemented in the school. A survey was sent to all families for all to give their input. At each school board meeting, public comments are and continue to be an option for anyone that desires to participate and share. The superintendent provides a summary of the COVID plan as well as updates of positive cases and recovered cases. The numbers of positive and recovered cases are posted on our webpage. The changes and revisions to the Back-to-School Plan, mitigation efforts, quarantine procedures are shared. School reach is used to send messages to parents. Parents of students that were a close contact are contacted by phone from an administrator from the school. The Back-to-School Restart Plan and ARP Plan are posted on our webpage. There is an option provided for public comments.</p>
<p>Students</p> <p>Students are welcomed to attend school board meetings to give their input. Student discussions, surveys/input were gained throughout the school year and this process will be ongoing.</p>
<p>Families</p> <p>Families are welcomed to attend school board meetings to give their input. There was a survey sent before school started in 2020-2021. Families input on a survey helped to drive the Back to Restart Plan and the ARP Plan School. The Back-to-School Restart Plan and ARP Plan are posted on our webpage. There is an option provided for public comments.</p>

<p>Families have on ongoing opportunity with administration to provide input daily.</p>
<p>School and district administrators (including special education administrators) Administration meetings are held weekly to provide opportunities to share priorities and concerns. Administration feedback has been very valuable for keeping our students in school, face-to-face.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Building administration continues to hold staff meetings building leadership team meetings to provide updates and receive feedback. These opportunities allow staff input. The staff has also been surveyed for input. Both the Back-to-School Restart Plan and ARP Plan are posted on the webpage for ongoing feedback.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>School board meetings are open to the public. At each school board meeting, public comments are an option for anyone that desires to participate and share. The superintendent provides a summary of the COVID plans as well as updates of positive cases and recovered cases. On our website, the numbers of positive and recovered cases are posted. The changes and revisions to the Back-to-School Plan, mitigation efforts, quarantine procedures are shared. School reach is used to send messages to parents. Parents of students that are a close contact are contacted by phone. The Back-to-School Restart Plan and ARP Plan are posted on our webpage. There is an option provided for public comments.</p>
<p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</p> <p>Administration in the Miller School District support each subgroup and will continue to practice this in the future.</p>
<p>The public</p> <p>School board meetings are open to the public. At each school board meeting, public comments are an option for anyone that desire to participate and share. The superintendent provided a summary of the COVID plans as well as updates of positive cases and recovered cases. On our website, the numbers of positive and recovered cases are posted. The changes and revisions to the Back-to-School Plan, mitigation efforts, quarantine procedures are shared. School reach is used to send messages to parents. Parents of students that are a close contact are contacted by phone. The Back-to-School Restart Plan and ARP Plan are posted on our webpage. There is an option provided for public comments.</p>

District Assurance of Regular Review

The South Dakota Department of Education will collect assurances from superintendents that ARP ESSER Plans have been reviewed, available for public comment, and amended if necessary at these points during the school year:

- December 2021 (in conjunction with December Child Count)
- June 2022 (in conjunction with Year-End Sign-off)
- December 2022 (in conjunction with December Child Count)
- June 2023 (in conjunction with Year-End Sign-off)

To facilitate transparency, the department will post the link to each school district's plan on its website. It will be the responsibility of the district to ensure its link remains valid.