

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

**Approved by Sioux Valley Schools – Board of Education – August 9, 2021**

**Updated: September 20, 2021**

**For any questions, comments, or concerns regarding this plan, please contact Superintendent  
Laura K. Schuster at 605-627-5657 or [Laura.Schuster@k12.sd.us](mailto:Laura.Schuster@k12.sd.us).**

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.

<p><b>School District:</b> Sioux Valley School District</p>	<p><b>Total ARP ESSER Funding Available:</b> \$477,236</p>
<p><b>Date of School Board Plan Approval:</b> 08/09/21</p>	<p><b>Budgeted to Date:</b> \$477,236</p>
<p><b>ARP ESSER School District Plan URL:</b> <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1467610/LEA_ARP_ESSER_PLAN_-_Updated.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1467610/LEA_ARP_ESSER_PLAN_-_Updated.pdf</a></p>	<p><b>Amount Set Aside for Lost Instructional Time:</b> \$353,000</p>

## 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>*The district has hired additional custodial staff for 2021-2022 to clean and disinfect school buildings.</p> <p>*The district will continue to stress the importance of using hand sanitizer and personal protective equipment when necessary.</p>	
<p><b>Equipment and/or Supplies</b></p> <p>Disinfecting and sanitizing supplies, hand sanitizer, personal protective equipment.</p>	
<p><b>Additional FTE</b></p> <p>.75 FTE for two years.</p>	<b>\$51,000</b>
<p><b>Other Priorities Not Outlined Above</b></p> <p>*In 2020-2021, the district had air purification devices installed into the HVAC system of the school rooms and buildings that have student and staff occupancy. The district also purchased bottle fillers for several of the water fountains, as well as additional lunchroom tables so that we could seat the students farther apart during lunch.</p>	
<p><b>Total Approximate Budget for Mitigation Strategies</b></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><b>Overview</b></p> <p>*The district will purchase curriculum and software that will improve and enhance instruction and better meet the needs of students.</p>	

<p>*For '21-22, '22-23, and '23-24 school years, the district will hire two teacher assistants that will work with at-risk and high need students throughout the school year.</p> <p>*For summers '21, '22, and '23, the district will offer supplemental activities for JK-12 grade students: ELEM – summer school; MS – academic/social &amp; emotional camps; HS – credit recovery classes.</p> <p>*The district will offer homework assistance during the school year to JK-12 grade students that have fallen behind academically and/or need extra help.</p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b>  *95% Reading Group, Writing Revolution, Not So Wimpy Teacher, Voyager Phonics &amp; Spelling, Story Works, Seesaw, IXL Intervention &amp; Assessment, LETRS, Really Great Reading, Winsor Learning Souday System, Marenem Inc. Secret Stories, and Tools 4 Reading Phoneme/Grapheme.</p>	<p><b>\$106,922</b></p>
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b>  ELEM – summer school; MS – academic and or social/emotional camps; HS – credit recovery classes. Homework assistance for JK-12 students during the school year. efforts to improve and enhance instruction to better meet the needs of students. <b>Teachers/teacher assistants will be paid stipends for working with students when it occurs before or after their normal contracted days/times.</b></p>	<p><b>\$51,078</b></p>
<p><b>Equipment and/or Supplies</b></p>	
<p><b>Additional FTE</b>  2.0 for three years</p>	<p><b>\$195,000</b></p>
<p><b>Other Priorities Not Outlined Above</b></p>	
<p><b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b></p>	<p><b>\$353,000</b></p>

**Investments Aligned with Student Needs**

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

Population	Academic	Social, Emotional, and Mental Health
<b>All students</b>	*Summer supplemental activities are provided to students impacted by COVID pandemic.	*Summer supplemental activities are provided to students impacted by COVID pandemic.

	<p>*ELEM – Summer School          *MS – Academic Camps          *HS – Credit Recovery Classes</p> <p>*Homework assistance available to JK-12 grade students during the school year.</p> <p>Students are more likely to complete work and experience academic growth when they have the necessary educational supports/resources in place at school versus the home setting where they may not have all the necessary supports/resources.</p>	<p>*MS – Social and emotional camps.</p> <p>MS – Social and emotional camps held during the summers.</p> <p>The social, emotional, and mental health needs of students are better served when they are in school and able to interact with their teachers and peers regardless of their socio-economic status, race, disability, family/home situation, or language-speaking abilities.</p>
<b>Students from low income families</b>	<p>*Summer supplemental activities are provided to students impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade students from low income families during the school year.</p> <p>Students from low income families will receive academic assistance that their parents may not be able to provide because they may be working or may not have the educational background.</p>	<p>*MS – Social and emotional camps held during the summers are available to students from low income families.</p> <p>*JK-12 – School counselors available to students from low income families during the school year.</p>
<b>Students of color</b>	<p>*Summer supplemental activities are provided to students of color impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade students of color during the school year.</p> <p>Homework assistance if available to all students. If we have students of color that need academic assistance, we will make sure it is provided.</p>	<p>*MS – Social &amp; emotional camps held during the summers are available to students of color.</p> <p>*JK-12 – School counselors available to students of color during the school year.</p>

<p><b>English learners</b></p>	<p>*Summer supplemental activities are provided to English learners impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade English learners during the school year.</p> <p>English learners will receive assistance at school in the English language which their parents may not be able to provide at home. Translation services are available at school if they are needed.</p>	<p>*MS– Social &amp; emotional camps held during the summer are available to English learners.</p> <p>*JK-12– ESL coordinator/school counselors available to English learners during the school year.</p>
<p><b>Children with disabilities</b></p>	<p>*Summer supplemental activities are provided to students with disabilities impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade students with disabilities during the school year.</p> <p>Students with disabilities will receive accommodations at school that address their specific disability.</p>	<p>*Summer supplemental activities are provided to students with disabilities impacted by COVID pandemic.</p> <p>*JK-12– School counselors available to students with disabilities during the school year.</p>
<p><b>Students experiencing homelessness</b></p>	<p>*Summer supplemental activities are provided to students experiencing homelessness &amp; impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade students experiencing homelessness during the school year.</p> <p>Students experiencing homelessness will receive a safe and secure learning environment at school.</p>	<p>*MS– Social and emotional camps.</p> <p>*JK-12– School counselors available to students experiencing homelessness during the school year.</p>
<p><b>Children in foster care</b></p>	<p>*Summer supplemental activities are provided to children in foster care impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade students in foster care during the school year.</p>	<p>*Summer supplemental activities are provided to children impacted by COVID pandemic.</p>

	Children in foster care have an opportunity to develop healthy relationships with teachers and their peers when they are in school.	
<b>Migratory students</b>	<p>*Summer supplemental activities are provided to migratory students impacted by COVID pandemic.</p> <p>*Homework assistance available to JK-12 grade migratory students during the school year.</p> <p>Migratory students will receive academic assistance that their parents may not be able to provide because they may be working or may not have the educational background.</p>	*Summer supplemental activities are provided to migratory students impacted by COVID pandemic.

*\*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
<p><b>Overview</b></p> <p>*The district will offer and encourage staff development and teacher collaborative efforts to improve and enhance instruction and better meet the needs of students.</p> <p>*The district will purchase an additional school bus to eliminate over-crowding and provide more sanitary condition on the buses.</p>	
<p><b>Academic Supports</b></p> <p>*The district will purchase 120 iPads/Chromebooks that will enhance classroom instruction and will improve hands-on learning for students in the classroom as well as virtually.</p>	<b>\$36,000</b>
<p><b>Educator Professional Development</b></p> <p>*The district will offer and encourage staff development and teacher collaborative efforts to improve and enhance instruction to better meet the</p>	<b>\$20,000</b>

needs of students. <b>Teachers will be paid stipends for any training that occurs before or after their normal contracted days/times.</b>	
<b>Interventions that Address Student Well-Being</b> *The district will provide training and educational opportunities and utilize outside resources to address students' well-being and mental health.	<b>\$17,236</b>
<b>Strategies to Address Workforce Challenges</b> N/A	
<b>Other Priorities Not Outlined Above</b>	
<b>Total Approximate Budget for Investments in Other Allowed Activities</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.

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

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

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b> N/A	

**Engaging Students at Risk**

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- 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 use IXL program, as well DIBELS and other formative assessment tools, to assess learning loss and to identify/provide intervention strategies for students that experienced learning loss.</p>
<p><b>Missed Most In-Person</b></p> <p>*For '21-22, '22-23, and '23-24 school years, the district will hire two teacher assistants that will work with at-risk and high need students throughout the school year.</p> <p>*The district will offer summer supplemental activities for JK-12 students that are struggling academically and/or socially.</p> <p>*The district will offer homework assistance to JK-12 grade students that have fallen behind academically and/or that need extra help.</p> <p>*The district will equip staff &amp; students with the technology that they need to succeed.</p> <p>*The district will provide training and educational opportunities and utilize outside resources to address students' well-being and mental health.</p>
<p><b>Did Not Participate in Remote Instruction</b></p> <p>*For '21-22, '22-23, and '23-24 school years, the district will hire two teacher assistants that will work with at-risk and high need students throughout the school year.</p> <p>*The district will offer summer supplemental activities for JK-12 students that are struggling academically and/or socially.</p> <p>*The district will offer homework assistance to JK-12 grade students that have fallen behind academically and/or that need extra help.</p> <p>*The district will equip staff &amp; students with the technology that they need to succeed.</p>



\*The district will provide training and educational opportunities and utilize outside resources to address students' well-being and mental health

**At Risk for Dropping Out**

\*During the summers of '21, '22, & '23, the district will provide credit recovery classes for students that failed one or more courses at the high school level as a result of the COVID-19 pandemic.

\*The district will offer summer supplemental activities for JK-12 students that are struggling academically and/or socially.

\*The district will offer homework assistance to JK-12 grade students that need extra help.

\*The district will equip staff & students with the technology that they need to succeed.

\*The district will provide training and educational opportunities and utilize outside resources to address students' well-being and mental health

**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
<b>Overview, including the three highest priority needs that emerged from consultation</b> Student learning loss, updated curriculum w/wo virtual learning components to address learning loss, & support services for students.
<b>Students</b>  The plan was introduced and reviewed at the 07/12/21 school board meeting and then posted on the district's website. It was then emailed to all families in the school district, with public input accepted, until 08/09/21 by contacting Laura Schuster, Superintendent of Schools. A few minor changes were made as a result of the public input received. The plan was reviewed and approved at the 08/09/21 school board meeting. The plan is currently posted on the district's website. Anyone with questions, comments, or concerns regarding the plan can contact Superintendent Schuster. The plan will be reviewed again at the 12/13/21 and 06/13/22 school board meetings.
<b>Families</b>

<p>Same as “students” above. All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Laura Schuster via phone or email.</p>
<p><b>School and district administrators (including special education administrators)</b></p> <p>Same as “students” above. All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Laura Schuster via phone or email.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b></p> <p>Same as “students” above. All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Laura Schuster via phone or email. Staff members in the district also have an opportunity to provide input during the monthly Superintendent’s Updates on Wednesday afternoons.</p>
<p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b></p> <p>N/A</p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b></p> <p>Same as “students” above. All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Laura Schuster via phone or email.</p>
<p><b>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</b></p> <p>Same as “students” above. All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Laura Schuster. Staff members in the district will also have an opportunity to provide input during the monthly Superintendent’s Updates on Wednesday afternoons.</p>
<p><b>The public</b></p> <p>Same as “students” above. All stakeholders in the district have an opportunity to provide public input by contacting Superintendent Laura Schuster via phone or email.</p>

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.