

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

Updated: 11/13/2023

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: Gayville-Volin 63-1	Total ARP ESSER Funding Available: \$428,087
Date of School Board Plan Approval: 08/09/2021	Budgeted to Date: \$427,867
ARP ESSER School District Plan URL:	Amount Set Aside for Lost Instructional Time: \$85,617

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
Overview We will provide additional custodial staff to maintain sanitary facilities. We will purchase cleaning/sanitation supplies and PPE. We will purchase additional vacuum cleaners and a carpet extractor. We will purchase a service contract for our HVAC system. We will employ additional school lunch staff to ensure cleanliness and provide assistance in packaging food items for distribution at meal times. We will purchase additional supplies for the food service program to package food items individually.	
Equipment and/or Supplies	\$13,890
Cleaning/sanitizing supplies/PPE/vacuum cleaners, carpet extractor	
Packaging supplies – food service program	\$14,100
Additional FTE	
.5 FTE Custodian/benefits	\$18,791
.25 FTE food service staff/benefits	\$15,571
Other Priorities Not Outlined Above	
HVAC Service Contract	\$9,000
Total Approximate Budget for Mitigation Strategies	\$71,352

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
Overview We will offer afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z, Dreambox Learning, Science Fusion, Amplify Education).	

Specific Evidence-Based Interventions (eg., curriculum, assessments)	
Renaissance Software	\$15,000
Curriculum upgrades/subscriptions	\$22,669
Amplify Education Dibels/Reading/Intervention Site Licenses	\$12,517
Opportunities for Extended Learning (eg., summer school, afterschool)	
Staff for after school programs.	\$ 4,000
Equipment and/or Supplies	
Laptop Computers	\$18,050
Additional FTE	
Part Time Tutor Salary/Benefits	\$ 7,406
Other Priorities Not Outlined Above	
Google Chrome Operating System Licenses	\$ 3,300
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$82,942

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	All students have access to the afterschool program for instructional help. The LMS allows for outside school time and home use for instruction and remediation.	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, all students are more socially adaptable to the learning environment and have more emotional stability.
Students from low income families	Student from low income families have access allows for outside school time and home use for instruction and remediation.	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, students from low income families are more socially adaptable to the learning environment and have more emotional stability.

Students of color	Students of color have access to afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z).	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, students of color are more socially adaptable to the learning environment and have more emotional stability.
English learners	English learners have access to afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z).	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, English learners are more socially adaptable to the learning environment and have more emotional stability.
Children with disabilities	Children with disabilities have access to afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z).	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, children with disabilities are more socially adaptable to the learning environment and have more emotional stability.
Students experiencing homelessness	Students experiencing homelessness have access to afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, students experiencing homelessness are more socially adaptable to the learning

	assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z).	environment and have more emotional stability.
Children in foster care	Children in foster care have access to afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z).	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, children in foster care are more socially adaptable to the learning environment and have more emotional stability.
Migratory students	Migratory students have access to afterschool programs for additional academic instruction. We will utilize Renaissance ELA/Math Subscription for assessment and updated curriculum based on assessment results. We will utilize the Schoology LMS for use for students who need remote instruction and provide curriculum subscriptions to various providers (IE. Schoology, Renaissance Learning, Delta Math, Learning A-Z).	By having focused opportunities for after school instruction and remediation, access to an LMS and additional subscriptions to various learning providers, migratory students are more socially adaptable to the learning environment and have more emotional stability.

**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
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Overview We will purchase school buses to assist with social distancing. We will maintain continuity of services by continuing to employ a guidance paraprofessional. Consistent with #2 and #3 above, the district has extended services to the K-12 population that focus on SEL skills and development. Utilizing the current SD MYLIFE program, counselors and their support staff develop and grow current skills that affect social, emotional and learning skills that have been inhibited because of the lost time due to the pandemic and the response to it. We will pay our entire staff a hazard pay/retention stipend. We will contract with a consulting firm to analyze our current educational program and make suggestions for improvement.	
Academic Supports HS ELA Curriculum Dakota Education Consulting Strategic Planning	\$ 2,612 \$ 6,664
Educator Professional Development	
Interventions that Address Student Well-Being Guidance Counselor Paraprofessional Salary/Benefits	 \$ 59,358
Strategies to Address Workforce Challenges staff hazard pay/retention/incentive stipends	 \$ 38,810
Other Priorities Not Outlined Above Laptop Computers Sensory Play Floor/Wall Sticker Package School Busses	\$ 26,000 \$ 1,350 \$130,519
Total Approximate Budget for Investments in Other Allowed Activities	\$265,313

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	
Project #1	
Project #2	

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

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
Overview The district does not plan to utilize any ESSER funds to support building needs.	

Engaging Students at Risk

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

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

Narrative
Overview Other areas address the needs of these students, but the district sees the greatest need for these students with increased ability to reach them outside of school time and engage them in SEL activities. We are doing this with our curriculum enhancements (LMS, Learning subscriptions, and the addition of the Guidance paraprofessional.
Missed Most In-Person The students who missed the most instruction during the pandemic are all back in school either at the end of the 2020-2021 year or the start of this year.
Did Not Participate in Remote Instruction

The students who did not miss instruction have and will continue to benefit from all the additions using the funds.

At Risk for Dropping Out

Students who are most at risk for dropping out are benefiting from additional contacts out of school time with LMS, program subscriptions and SEL programs.

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 The district started its consultation with the public using the public forum each month and also solicited input using social media avenues at the disposal of the district. The district will continue to solicit feedback using public forums, social media, and general school contacts. The feedback will be gathered and discussed at the regularly scheduled board meetings and any changes and/or updates will be made at that time. Needs: 1) continued focus on cleanliness, HVAC systems and enough cleaning staff to implement the back to school plan. 2) supports for SEL 3) Appropriate ability to transport students within the district with routing and transportation needs that are appropriate for social distancing.
Students Students engage in TAA (Teachers As Advisors) and have opportunity to discuss current social and emotional aspects of the current learning environment. The advisors also lead discuss on specific topic that include many aspects of the ARP ESSER plan.
Families Families were brought in on three occasions to work through aspects of the plan and also work through expectations and implementation of the educational plans of students. July 28 and 29, August 4 and 5 and August 12.
School and district administrators (including special education administrators) School district administrators including the special education director met on July 6th to discuss needs and aspects of the plan.
Teachers, principals, school leaders, other educators, school staff, and their unions Teachers have been engaged in the process since the end of the 2021 school year and leading into the 2021-2022 year. We have had numerous staff development opportunities in which teachers and staff share needs and concerns as it relates to student achievement and their social and emotional well-being. Those dates include August 11, 12 - September

13, 20 - October 4, 11 and 18 and revisions on those feedback items November 8, 15 and February 21, 28.
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)
NONE
Civil rights organizations (including disability rights organizations), as applicable
NONE
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 Opportunity was given to the entities during our Aug. 12th meetings to include these categories of individuals.
The public These plans have been developed, discussed, and adjustments made throughout the months and discussed and opportunity for input during the visitors forum and public input sections of the monthly board meetings. Last updated 12/12/2022

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.