

**Sisseton School District #54-2 American Rescue Plan Elementary and Secondary School
Emergency Relief Requirement for ARP ESSER School District Plan**

Approved by Sisseton School Board: 8/9/2021

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 August 20, 2021; all funds must be obligated by September 30, 2024. All funds must be liquidated by December 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.

Sisseton School District Language Link Interpreting Services:

To access an interpreter over the phone:

1. Dial 1-888-338-7394
2. Enter client account code: 28574

School District: Sisseton School District 54-2	Total ARP ESSER Funding Available: \$7,683,674
Date of School Board Plan Approval: August 9, 2021 (tentative)	Budgeted to Date: \$7,683,674
ARP ESSER School District Plan URL: https://www.sisseton.k12.sd.us/domain/160	Amount Set Aside for Lost Instructional Time: (Minimum): \$ 1,536,735
Contact: Dr. Tammy Meyer, Superintendent (tammy.meyer@k12.sd.us ; 605-698-7613)	

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 Sisseton School District will use ESSER III funding to provide prevention and mitigation strategies for COVID-19.</p> <p>CDC Guidance: Regardless of the level of community transmission, it is critical that schools use and layer prevention strategies. Key prevention strategies are essential to safe delivery of in-person instruction and help to prevent COVID-19 transmission in schools. Some of the strategies include the following:</p> <ul style="list-style-type: none"> • Physical distancing • Cleaning and maintaining healthy facilities • Contact tracing in combination with isolation and quarantine <p>Avera eCARE nursing supplemental contract to ensure students and staff have access to healthcare personnel. eCARE nursing services may be used for generalized healthcare needs, allowing the district RN an opportunity to focus on high-level healthcare needs of students and staff, including COVID-19 testing and general guidance.</p> <ul style="list-style-type: none"> • CDC guidance: To enable in-person learning in schools that serve racial and ethnic groups disproportionately affected by COVID-19, school administrators and public health officials can work together to help schools plan and implement comprehensive prevention strategies, engage community partners, and assist with referrals to medical care. <p>Increased gymnasium facilities will provide greater spacing options for students both within the school day and outside of the school day during before and after school practices. This additional facility space will also allow students to remain in one school building rather than traveling between buildings for athletic practice space.</p> <ul style="list-style-type: none"> • CDC guidance: Because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible. <p>Significant HVAC updates are needed in the current gymnasium areas.</p> <ul style="list-style-type: none"> • CDC guidance on ventilation: Improve ventilation to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. <p>An additional custodian will allow an opportunity for additional cleaning support for all district buildings.</p> <ul style="list-style-type: none"> • CDC guidance on cleaning: Regularly clean high-touch surfaces and objects (for example, playground equipment, door handles, sink handles, toilets, drinking fountains) within the school and on school buses at least daily or between use as much as possible. 	
Equipment and/or Supplies	NA
<p>Additional FTE: (including benefits, through 2023-24 school year)</p> <ul style="list-style-type: none"> • Custodian (salary & benefits) • Avera eCARE 	\$140,000
<p>Other Priorities Not Outlined Above</p> <ul style="list-style-type: none"> • Facility HVAC Updates & Additional Facility Construction 	\$6,006,939
Total Approximate Budget for Mitigation Strategies	\$6,146,939

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 after-school programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p> <p>John Hattie’s 2017 research of 252 influences and factors related to student achievement shows a 0.77 effect size for interventions for students with learning needs, which is considered above the “hinge point”. Further research shows direct instruction (0.60), explicit teaching strategies (0.57), and technology with learning needs (0.57) as having effect sizes above this the 0.40 hinge point.</p> <p>Robert Marzano, What Works in Schools, contains 601 research references and points to general factors influencing student achievement, including school-level factors such as a guaranteed and viable curriculum and teacher-level factors including effective instructional strategies and classroom management techniques.</p> <ul style="list-style-type: none"> • The Sisseton School District is allocating funding for additional certified staff for student support services, primarily to provide intervention services for students most in need of supplemental educational services. A budget allocation of six FTE certified staff (approx. 2 @ each building) for additional student support (intervention, data review, library services, etc.). and two non-certified staff for additional student support. • Additional funding will be provided to support professional development for staff aligned with meeting student’s needs. • Summer school, credit recovery, and student tutoring services will be provided through the 2023-24 school year to help students who may have fallen behind during March 2020 through the present time period gain additional teacher support, allowing them to make sufficient academic progress. • Curriculum updates, including a review of curriculum maps, units of instruction, and a review of current curriculum materials, will strengthen current Tier I instruction for all students. • Individualized learning software purchases will support individualized student needs, and district-wide standardized assessments will provide benchmarking data to ensure we are working to identify individual student learning needs and provide needed educational services for all students. • Additional funding aligned with the impact of lost instructional time may be allocated through the use of district Title I funds. 	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <ul style="list-style-type: none"> • Curriculum updates (Curriculum maps, units of instruction, curriculum materials, etc.) • Staff professional development • Individualized learning software (IXL, Edmentum, Waterford, etc.) • District-wide standardized assessments 	<p>\$87,735</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <ul style="list-style-type: none"> • Student Tutoring (staff salary/benefit) • Credit Recovery (staff salary/benefit) • Summer School (staff salary/benefit) 	<p>\$90,000</p>
<p>Equipment and/or Supplies</p>	<p>NA</p>
<p>Additional FTE (including benefits, through 2023-24 school year)</p> <ul style="list-style-type: none"> • 6 Certified Staff (\$63,000 est/certified staff) • 2 Noncertified Staff (\$90,000) 	<p>\$1,359,000</p>
<p>Other Priorities Not Outlined Above</p>	<p>NA</p>
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$ 1,536,735</p>

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	<p>All students' academic needs are supported with district-level funding, supplemental Title program funding, and ESSER III funding. All have access to Tier I instruction. All students in Grades K-12 will participate in district-wide STAR assessments in reading and math, three times each year, for progress monitoring. Students in Grades 3-8 and 11 will complete statewide assessments in ELA and math, with students in grades 5, 8, and 11 also completing science assessments. Student needs will be identified, and appropriate intervention supports will be provided (Hattie 0.77 effect size). After-school tutoring is available for all students. (Hattie 0.40)</p> <p>All students will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano).</p>	<p>All students' social, emotional, and mental health needs are supported with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).</p>
Students from low income families	<p>Students from low-income families academic needs are supported with district-level funding, supplemental Title program funding, and ESSER III funding. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention supports for students from low-income families. (Hattie 0.77 effect size). Students from low-income families will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano).</p>	<p>Students from low-income families social, emotional, and mental health needs are supported with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).</p>
Students of color	<p>Students of color will have their academic needs supported with district-level funding, supplemental Title program funding, and ESSER III funding. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention supports for students of color. (Hattie 0.77 effect size). Students of color will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano).</p>	<p>Students of color social, emotional, and mental health needs are with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).</p>

<p>English learners</p>	<p>English learners will have their academic needs supported with district-level funding, supplemental Title program funding, and ESSER III funding. A certified ENL teacher is employed by the district. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention that supports English learners. (Hattie 0.77 effect size).</p> <p>English Learners will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano).</p>	<p>English learners social, emotional, and mental health needs are supported with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. A certified EL teacher will provide support for all EL students. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).</p>
<p>Children with disabilities</p>	<p>Children with disabilities will have their academic needs supported with district-level funding, supplemental Title program funding, and ESSER III funding. A certified ENL teacher is employed by the district. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention supports for with disabilities. (Hattie 0.77 effect size).</p> <p>Children with disabilities will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano).</p>	<p>Children with disabilities social, emotional, and mental health needs are supported with district-level funding, supplemental Title program funding, Special Ed funding, IDEA funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. Contracted services support is provided to district staff to assist with the SEL needs of children with disabilities. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).</p>
<p>Students experiencing homelessness</p>	<p>Children experiencing homelessness will have their academic needs supported with district-level funding, supplemental Title program funding, and ESSER III funding. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention supports for students from low-income families. (Hattie 0.77 effect size).</p> <p>Students experiencing homelessness will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano).</p> <p>Transportation support is provided for students experiencing homeless through Title funds.</p>	<p>Students experiencing homelessness social, emotional, and mental health needs are with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).</p>
<p>Children in foster care</p>	<p>Children in foster care will have their academic needs supported with district-level funding, supplemental Title program funding, and ESSER III funding. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention supports for students from low-income families. (Hattie 0.77 effect size).</p> <p>Children in foster care will be supported by school improvement initiatives identified in building-wide Comprehensive Needs</p>	<p>Children in foster care social, emotional, and mental health needs are with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills</p>

	Assessments, focusing on instructional practices and student-level factors (Marzano).	programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42).
Migratory students	Migratory students will have their academic needs supported with district-level funding, supplemental Title program funding, and ESSER III funding. All have access to Tier I instruction. State and local assessment data will be reviewed to provide appropriate intervention supports for students from low-income families. (Hattie 0.77 effect size). Migratory students will be supported by school improvement initiatives identified in building-wide Comprehensive Needs Assessments, focusing on instructional practices and student-level factors (Marzano). Additional support may be provided by the district EL teacher. The district is a member of the statewide migrant consortium.	Migratory students social, emotional, and mental health needs are with district-level funding, supplemental Title program funding, and ESSER III funding. A school counselor is present in each school attendance center. Additional counseling support is contracted by the Sisseton School District for students as needed. (Hattie: Behavior Intervention Support = 0.62, Counseling effects = 0.35, social skills programs = 0.39, positive self-concept = 0.41, reducing anxiety = 0.42). Additional support may be provided by the district EL teacher.

**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 The Sisseton School District will continue to utilize general funds and Title Support funds, Special Education funds, CEIS funds, IDEA funds, and ESSER II funds for essential student needs and other initiatives. ARP/ESSER III funds will not be used for other allowed activities at this time.	
Academic Supports	\$0
Educator Professional Development	\$0
Interventions that Address Student Well-Being	\$0
Strategies to Address Workforce Challenges	\$0
Other Priorities Not Outlined Above	\$0
Total Approximate Budget for Investments in Other Allowed Activities	\$0

- 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</p> <p>Significant HVAC upgrades are needed in the Ben Reifel gymnasium area to provide adequate ventilation. Additional floor space for physical education classes and extra-curricular athletic activities is also needed. There is not enough floor space to provide adequate spacing for students during the school day and during after-school activities. With the movement of an additional grade level to the HS/MS complex after a building expansion that was needed to alleviate spacing concerns in both the middle school and elementary levels, one more grade level is now using current athletic spaces for PE and recess during the school day. Other HVAC updates are needed, primarily in some office areas. Additional ESSER II and/or district funding may be used to complete facility construction needs if needed.</p>		
<p>Project #1</p> <ul style="list-style-type: none"> Ben Reifel HVAC Update 	\$850,000	
<p>Project #2</p> <ul style="list-style-type: none"> HS/MS Gymnasium Expansion 	\$4,656,939	
<p>Project #3</p> <ul style="list-style-type: none"> District HVAC Updates 	\$500,000	
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>		\$6,006,939

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</p> <p>The Sisseton School District will continue to utilize general funds and Title Support funds for essential student needs and other initiatives.</p>	\$0

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
<p>Overview</p> <ul style="list-style-type: none"> The Sisseton School District will utilize APR ESSER funds to help identify, reengage, and support students most likely to have experienced the impact of lost instructions time during the 2019-20 and 2020-21 school years. These strategies are a continuation of ESSER I, Title funds, and district general funds.
<p>Missed Most In-Person</p>

<ul style="list-style-type: none"> Students who missed the most in-person classroom education during the 2020-21 school year were invited to participate in summer school/credit recovery programs during the summer of 2021. These students were identified based on attendance data recorded in Infinite Campus. Students will also be provided with the opportunity to participate in teacher-led tutoring sessions.
<p>Did Not Participate in Remote Instruction</p> <ul style="list-style-type: none"> The Sisseton School District offered credit recovery programs beginning in the summer of 2021 to provide additional support and opportunity to regain needed skills prior to the start of the 2021-22 school year. Students who were enrolled in, but did not participate in, remote instruction have been reenrolled in the Sisseton School District for the upcoming school year to ensure that these students can again participate in educational opportunities. These students were identified based on attendance data recorded in Infinite Campus. All students who did not participate in remote instruction were invited to participate in summer school/credit recovery programs. Students will also be provided with the opportunity to participate in teacher-led tutoring sessions.
<p>At Risk for Dropping Out</p> <ul style="list-style-type: none"> Students behind their peers in credit hours or grade-level performance will be provided with the opportunity to participate in credit recovery programs and teacher-led tutoring sessions. The district has identified these students by a review of credit hours earned compared to graduation cohort expectations.

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> <ul style="list-style-type: none"> District administrators, teachers, and staff, along with input from community members and parents, have been engaging in conversations since March 2020 to create district-wide plans for educational services for all learners. Opportunity for public input has been provided at each monthly school board meeting. The three greatest needs include the need to provide educational services in-person/on-site, provide high-quality educational opportunities that meet state-level standards, and opportunities for additional support for students who may either be behind grade-level expectations or have missed significant learning opportunities. Additional opportunities for parent/staff/community input will be provided prior to plan approval on August 9, 2021.
<p>Students</p> <ul style="list-style-type: none"> Student data has been collected since March 2020 to determine learning and educational needs. This data includes, but is not limited to, academic progress (state assessments, district-grade reports), class-level data (state assessments, local standardized assessments), and other reports provided within SD-STARS and Infinite Campus. Student input has been sought through conversations with teachers/staff, through leadership groups such as student council, and through feedback from student activities.
<p>Families</p> <ul style="list-style-type: none"> Family input related to student services and educational needs has been collected through surveys, PT conferences, personal conversations, etc., since March 2020.
<p>School and district administrators (including special education administrators)</p> <ul style="list-style-type: none"> School district administrators, including special education administrators, have met since February 2020 to discuss student, staff, and district needs emerging from COVID-19.
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p>

<ul style="list-style-type: none"> School district teachers, principals, school staff, and union input has been gathered in various forms since February 2020 to discuss students, staff, and district needs emerging from COVID-10.
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <ul style="list-style-type: none"> Tribal consultation has occurred in accordance with Section 8583 of the ESEA. Generalized ARP ESSER funding plans and initiatives have been shared with Tribal representatives during the formal consultation process.
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <ul style="list-style-type: none"> All stakeholders have had the opportunity for input in educational plans and district operations since March 2020. All school board meetings are public and have an opportunity for public input.
<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> <ul style="list-style-type: none"> All stakeholders have had the opportunity for input in educational plans since March 2020. All school board meetings are public and have an opportunity for public input.
<p>The public</p> <ul style="list-style-type: none"> All school board meetings are public and have the opportunity for public input. All patrons are welcome to submit feedback at any time to district representatives.

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.