

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

Updated: 12/31/2023

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.

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| School District: Vermillion School District | Total ARP ESSER Funding Available: \$2,572,565 |
| Date of School Board Plan Approval: August 16, 2021 | Budgeted to Date: \$2,572,565 |
| ARP ESSER School District Plan URL: www.vermillionk12.sd.us | Amount Set Aside for Lost Instructional Time: \$665,004 |

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 |
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| <p>Overview</p> <p>Enhanced cleaning measures will be used again this year to sanitize our schools.</p> <p>Our custodial staff may purchase additional cleaning equipment and supplies, if necessary.</p> <p>Staff will continue to have access to plexiglass partitions.</p> | |
| <p>Equipment and/or Supplies</p> | |
| <p>Additional FTE</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 |
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| <p>Overview</p> <p>The Vermillion School District will continue to use Response to Intervention (RTI) strategies already in place to assess and identify students who may be struggling in curriculum. The district will also continue with the Positive Behavior Supports (PBIS) program across the district. The district will use funds to continue to implement electronic versions of curriculum to help</p> | |

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| <p>supplement learning in the classroom and prepare for future unforeseen closures. Additional dollars from this grant may be used to fund future initiatives.</p> <p>To intervene with these academic concerns the district has hired an additional three professional educators to work in the Title I department which serves students who in grades K-8 in the areas of math and reading. The district has hired a Behavior Integrationist, a Behavior Classroom Teacher and Behavior Room para educators to assist in reducing class sizes and provide instructional supports to students who are challenged by the curriculum and demonstrate frustration in the general education classroom. These students will be provided an opportunity to leave the classroom and receive more individualized instruction at their level.</p> <p>Teacher and Behavior Room para educators to assist in reducing class sizes and provide instructional supports to students who are challenged by the curriculum and demonstrate frustration in the general education classroom. These students will be provided an opportunity to leave the classroom and receive more individualized instruction at their level.</p> | |
| <p>Specific Evidence-Based Interventions (eg., curriculum, assessments) RTI and PBIS trainings, along with other curriculum enhancements will take place the next two years. Ideas are being explored.</p> | |
| <p>Opportunities for Extended Learning (eg., summer school, afterschool) The high school provide credit recovery and educational supports through an alternative school program where students who missed a course or failed to advance will have the opportunity to attend and regain those credits, thus allowing them to progress and stay with their grade level cohort. The middle school will replicate the high school alternative classroom approach to offer services to middle students. Grades K-8 will have an extended school year program that runs in June and July where teachers, counselor and administrators will be available to assist students in skill recovery and assistance in reducing the education gap created this past year due to Covid. Students will be able to make up work, retake assessments, or advance in curriculum that may have been impacted this past year.</p> <p>Research is clear that the major influence on student achievement is the teacher. By reducing classroom sizes and providing more individualized instruction students will have more opportunities for advancement in a year where they may have experienced little growth or even regression.</p> | <p>\$41,794</p> |
| <p>Equipment and/or Supplies Supplies needed for behavior integration will be purchased to aid with learning loss from lost instructional time.</p> | <p>\$3,000</p> |

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| Additional FTE Three Title I teachers One Alternative Teacher in Middle School One Alternative Teacher in High School One Behavior Room teacher Two Behavior Room paras One Behavior Integrationist | \$662,004 |
| Other Priorities Not Outlined Above | |
| Total Approximate Budget for Academic Impact of Lost Instructional Time | \$706,798 |

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 |
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| All students | <p>All students will continue to receive RTI and PBIS supports.</p> <p>Class sizes will be broken down to provide extra supports for all students.</p> | <p>Students will have access to specialized supports and services including math, reading, art and mental health counseling. Students who have better access to more equitable services will experience less anxiety and depression. Students will see improved mental health.</p> |
| Students from low income families | <p>The same intervention opportunity will be available as will all students.</p> | <p>Students from poverty may experience a different set of social-emotional or mental health needs. The additional staff and curriculum offerings allow for decreased class sizes and intervention techniques, thus helping students from poverty proportionately. Increased counselor staff and health paras</p> |

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| | | will allow for more services for this group and increased participation in school |
| Students of color | Students of color will have access to increased curriculum and mental health services as all students. | Additional staff and additional curriculum resources will help reduce academic concerns as well as credit recovery. |
| English learners | Students within the ELL group will have the opportunity for small group instruction with additional staff that have been hired. This will increase their ability to progress in the curriculum. | Additional support staff hired means easier access to services important to ELL students. Materials will be available in languages other than English for those who require them. Translation services are also available. |
| Children with disabilities | All students receive PBIS and RTI interventions. The addition of behavior integrationist and behavior room supports is important for this group. Having experts in behavior management strategies will help ensure students with disabilities are with their peers and in environments outlined in the IEP's. | Having extra staff and supports for students with disabilities allows kids to flourish and receive a more individualized education plan. |
| Students experiencing homelessness | Students in this subgroup will have access to health paras and counselors who may be able to offer more services and resources. | Students experiencing homelessness will receive access to professional services which will lead to improved health and mental status. |

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| Children in foster care | Students in foster care will be awarded the same benefits of these interventions as all other students attending our school. | Social-Emotional and mental health concerns of foster care kids will be addressed with the extra counselor and health paras hired with ESSER dollars. |
| Migratory students | We currently have no migratory students, but once we do they will be provided the same opportunities as all other students in our school. | The mental health and social-emotional status of our migratory students will be addressed like all students attending our school. |

**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 |
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| <p>Overview</p> <p>Dollars will be designated to staff retention and professional development which will enhance our student experience. Experts in the classrooms will be goal to improve student outcomes. Technology upgrades will also be invested in to ensure all students have access to information and equal education opportunities.</p> <p>Continue with IXL assessments and training at the middle school level.</p> | |
| <p>Academic Supports</p> <p>The Vermillion School District will continue to use Response to Intervention (RTI) strategies already in place to assess and identify students who may be struggling in curriculum. The district will also continue with the Positive Behavior Supports (PBIS) program across the district. The district will use funds to continue to implement electronic versions of curriculum to help supplement learning in the classroom and prepare for future</p> | \$256,407 |

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| <p>unforeseen closures. Additional dollars from this grant may be used to fund future initiatives.</p> <p>The Vermillion School District will invest in an Elementary Art Teacher position as a method of assisting in mental health support for students.</p> <p>The Vermillion School District will invest in an additional Guidance Counselor position at Vermillion High School to provide an additional resource for mental health support for students.</p> | <p>\$66,000</p> <p>\$59,420</p> |
| <p>Educator Professional Development</p> <p>Staff development opportunities will be sought throughout the next year to enhance the teaching skills of our staff and provide increased opportunities for students.</p> | <p>\$6,000</p> |
| <p>Interventions that Address Student Well-Being</p> <p>A mini-bus will be purchased to allow for picking up of students attending our school. Other small groups of students (athletes, pre-school, etc.) may also use the bus to travel to events and remain spread out.</p> <p>The Vermillion School District will invest in an additional school nurse to address student well-being throughout the district.</p> | <p>\$87,325</p> <p>\$128,240</p> |
| <p>Equipment and/or Supplies</p> <p>We will provide classroom amplification systems in all K-5 classrooms. These evidence-based interventions are proven to add value to classroom instruction and learning opportunities for students with auditory processing disorders.</p> <p>Outdoor electronic message boards are being considered at the elementary and middle school levels. These communication devices will improve messaging to parents and students and provide an important notification system to families.</p> | <p>\$72,204</p> |
| <p>Other Priorities Not Outlined Above</p> <p>Technology updates/initiatives of the district. Cover the tuition costs of Black Hills online for students enrolled in online courses. Promethean board upgrades K-12. Continue to update district technology infrastructure and Wi-Fi capabilities. Continue to update IPAD and laptop capabilities K-12.</p> | <p>\$455,671</p> |

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| Total Approximate Budget for Investments in Other Allowed Activities | \$1,131,267 |
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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 |
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| Overview Several improvement projects are planned to enhance the well-being and safety of our students and staff. | |
| Project #1 Air duct ionization improvements that destroy viruses within our school buildings. This product ionizes viruses and renders them useless by providing ionization within the air ducts of our current HVAC systems. This will allow students and staff to breathe clean, recycled air daily. | \$238,000 |
| Project #2 Replace and update HVAC/cooling system and add ionization product to this system in the high school gym and auxiliary gym. This space is used more today to spread students out and reduce the number of students eating in our commons. This will also allow us to ionize this space for future sport activities. | \$223,000 |
| Project #3 Replace and update the classroom lighting in the middle school and high school. The old fluorescent lighting system will be upgraded to LED lights. This upgrade will produce more light at a cheaper cost with less shadowing. These upgrades will benefit students in all spaces within these buildings and allow teachers to control their individual lighting needs. | \$273,500 |
| Total Approximate Budget for Renovation, Air Quality, and/or Construction | \$734,500 |

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 |
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| <p>Overview</p> <p>Other essential needs of our students will be in the area of mental health. We plan to address these needs with our the staff added using these ARP ESSER funds (behavior integrationist, behavior room teacher, behavior room aides, additional high school guidance counselor, additional Title teachers (at Austin Elementary, Jolley Elementary, Vermillion Middle School), and alternative room teachers (at Vermillion High School and Vermillion Middle School)</p> | |

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 |
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| <p>Overview</p> <p>The Vermillion School District will use ESSER funds identify students who may be unengaged or have experienced learning loss the past year. ESSER funds will be used to re-engage students as well as provide educational and social-emotional supports for our students.</p> |
| <p>Missed Most In-Person</p> <ol style="list-style-type: none"> a. Students who have missed most in-person instruction in the 2019-20 and 2020-21 school years- Vermillion School was fully open last year and did not close for a missed day due to Covid 19. We have hired additional staff to work with struggling learners or others who attend our school. We welcome back our remote students from last year and continue to offer a remote option this year for families who choose that option. We have an alternative school option that allows students to make up credits at the high school level at their own pace. We offer summer school work sessions with instructors for the entire K-12 population. |

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| <p>b. Students who did not participate or participated inconsistently in remote instruction- Students who were not successful in remote learning have opportunities to retake classes for a better grade. We also offer summer school sessions for the entire K-12 population and alternative school classes at the high school level.</p> |
| <p>At Risk for Dropping Out</p> <p>c. Students most at risk of dropping out- Students in this category remain our main objective. Alternative classes to work on credit recovery are available. Extra teaching and mental health staff have been hired to work cooperatively with this segment of our student population. Additional curriculum offerings are being considered to entice these at-risk students to stay in school.</p> |

Stakeholder Consultation:

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

| Narrative |
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| <p>Overview, including the three highest priority needs that emerged from consultation</p> <p>Reducing learning loss of students. Providing for the safe return of students and staff to school this fall. Having resources available to staff and students to help them be successful.</p> |
| <p>Students</p> <p>High School Student Council will be asked to contribute once school starts. A meeting was held on Sept 29 where a discussion was held of ESSER funding and proposed projects that the school was considering. Student input was gathered on the construction items and hiring of additional staff. The student council representing the student body approved of the construction ideas and hiring of additional staff as a way to promote a healthier school and help students who have fallen behind. Oct 21, the National Honor Society was briefed on a plan to spend ESSER dollars on building air quality and light improvements. It was also discussed that summer alternative school was funded by ESSER which benefited a number of students throughout the district.</p> |
| <p>Families</p> <p>This plan was presented and approved at a public-school board meeting on Aug 16, 2021 where the public had an opportunity to offer input and ask questions. Individual comment was solicited from families who had children in the elementary, middle school and the high school. A description of services was offered as a result of receiving the ESSER funds.</p> |

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| <p>Adding art back into the curriculum was mentioned as a way to promote well-being, add curriculum needed for electives, and provide for the mental health of our students.</p> |
| <p>School and district administrators (including special education administrators) Administrators from Central Administration, Austin Elementary, Jolley Elementary, Middle School, the High School and district Special Services were gathered to discuss uses of ESSER funds. Projects that were promoted or staff that were considered were vetted through the administration and the school board of the district. Administrators bring ideas from their buildings to our bi-weekly meetings where they are discussed and either promoted or rejected. Discussion is ongoing and our ESSER plan is fluid as a result, so we change direction after receiving additional feedback.</p> |
| <p>Teachers, principals, school leaders, other educators, school staff, and their unions The finance committee and school board will review and offer public comment on these planned ESSER fund expenditures. A group of patrons were selected to offer input on this plan. School staff were solicited to offer input on the proposed plan. The curriculum and tech directors were consulted in this plan and are formulating sub plans to address ongoing needs identified from other staff or parent groups. The administrators bring ideas forth from ongoing discussions at their buildings. The admin team meets bi-weekly to address any concerns or new ideas. Meeting dates 9-3, 9-11, 10-1, 10-15.</p> |
| <p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) Our Native American Parent Group will be solicited for input on our ARP/ESSER plan. That group meets monthly.</p> |
| <p>Civil rights organizations (including disability rights organizations), as applicable</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 student All school staff represent all students in our buildings.</p> |
| <p>The public The public was offered an opportunity to share on this plan at our public-school board meeting on Aug 16, 2021. More opportunities for public input will be sought in the future. ESSER discussion was offered at the Nov 8 school board meeting.</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.