

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

Updated: 9/17/2021

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 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: Sioux Falls School District	Total ARP ESSER Funding Available: \$37,345,405
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$37,305,168
ARP ESSER School District Plan URL: http://www.sf.k12.sd.us/images/docs/COVID/ARP_ESSER_Plan.pdf	Amount Set Aside for Lost Instructional Time: \$8,789,674

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 Sioux Falls School District (SFSD) budgeted many mitigation strategies through previous ESSER allocations (e.g. ESSER I and ESSER II). Following mitigation strategies will be funded through the ARP ESSER allocation.</p>	
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> • Students and staff will be encouraged to wear face coverings while riding a school bus if they are not vaccinated. Masks will be available for anyone who may not have a mask upon entering the school bus. 	\$15,000
<p>Additional FTE NA</p>	
<p>Other Priorities Not Outlined Above NA</p>	
<p>Total Approximate Budget for Mitigation Strategies</p>	\$15,000

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>The Sioux Falls School District offered in person and virtual learning for all students throughout the 2020-2021 school year. The 2021-2022 school year will continue to maintain in person learning for the majority of students. Less than 1% of families chose virtual learning as a mode of learning for their 3rd-8th grade child.</p> <p>The Sioux Falls School District (SFSD) will continue to ensure all students have access to high quality instruction to address students’ academic, social and emotional needs. Strategies below address learning loss through the implementation of evidence-based interventions or extended learning time. Student assessments (e.g., NWEA MAP, South Dakota Assessments and South Dakota Interim Assessments, Bridges math placement assessments) will continue to be collected and analyzed to determine student needs in the wake of the COVID-19 pandemic.</p>	
<p>Elementary</p> <p>Summer Academy</p> <ul style="list-style-type: none"> ● The Sioux Falls School District will provide an elementary Summer Academy during the summers of 2021-2024. A variety of assessments were utilized, including state and local assessments, to identify learning gaps in mathematics and literacy. The plan to target students’ reading below grade level began in the spring of 2021 with each school identifying students in grades K-2 for summer programming. Students were selected for the Summer Academy based on the following assessment data: <ul style="list-style-type: none"> ○ Title buildings - students who were currently either served by SIPPS specialists or are on a waiting list to be served were identified as students in need of extended instruction. ○ Non-title buildings - MAP Reading Fluency was used to identify students who may benefit from instruction during the summer. Students who were ‘below’ and/or ‘approaching’ in phonemic awareness, phonics, or both were identified as students who could potentially benefit from extended instruction. 	<p>\$2,461,000</p>

<p>Immersion Summer School Extension</p> <ul style="list-style-type: none"> ● Four weeks of elementary immersion summer school funded through Title I will be extended for 1-3 weeks during the summers of 2022 and 2023. The extended time will allow for additional language acquisition through classroom instruction and experiential trips. <p>Additional SIPPS Reading Intervention</p> <ul style="list-style-type: none"> ● Fifteen additional Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) teachers will be hired for the 2021-2023 school years. The additional SIPPS teachers will provide qualifying elementary school buildings with a SIPPS teacher. SIPPS is a research-based foundational skills program proven to help emergent readers build foundational skills and confidence to become independent readers and writers. <p>Additional Instructional Coaches</p> <ul style="list-style-type: none"> ● Five additional elementary instructional coaches will be hired to build the capacity of classroom teachers. Coaches will emphasize literacy instruction. The additional coaches will bring the coach-to-building ratio to one-to-one level, thus increasing support for new and veteran teachers. <p>Heggerty Training and Materials</p> <ul style="list-style-type: none"> ● A consultant will be hired to guide all elementary classroom teachers, special education teachers, educational assistants, and administrators through a half day of research-based Heggerty phonemic awareness professional learning. ● Heggerty Bridge the Gap intervention materials will be purchased for 2nd-5th grade teachers. Bridge the Gap is a series of systematic phonemic awareness intervention lessons to be used in small groups or with individual students who struggle with phonemic awareness, which is hindering their ability to become proficient readers and writers. 	<p>\$103,104</p> <p>\$2,420,060</p> <p>\$782,000</p> <p>\$3,738</p> <p>\$69,000</p>
<p>Middle School</p> <p>Open Library Hours: Summer 2021 and 2022</p> <ul style="list-style-type: none"> ● Each middle school will offer open library hours to promote increased literacy throughout the summers of 2021 and 2022. Librarians will provide students with academic support as well as provide access to literature. <p>Extended Summer Learning: Summer 2022</p> <ul style="list-style-type: none"> ● Students at all middle schools will have the opportunity to engage in extended learning using a variety of instructional formats during the summer of 2022. Students will be provided a variety of in-class and out-of-class experiences. Students will be provided experiential learning through a once/week field trip to reinforce classroom learning and speakers being brought to the classroom. Students will be pre- and post-tested through various assessments to evaluate student progress. 	<p>\$37,720</p> <p>\$75,900</p>

<p>Tier 2 Intervention Sessions: 2021-2022/2022-2023</p> <ul style="list-style-type: none"> Teachers will run lunch study sessions during each of the lunch times to support student learning and ensure students have access to complete classwork and can work on specific areas of need. Students will be identified for needing services from the results of their summative and formative assessments in the core content areas. These sessions will also serve students who have missed extended amounts of school in an attempt to fill the gap in their learning. <p>After School Extended School Day Sessions: 2021-2022/2022-2023</p> <ul style="list-style-type: none"> Each of the middle schools in the SFSD will provide after school tutoring sessions to support students that have gaps in their learning due to extended absences or assessment data results. The sessions will be held for an hour after school. 	<p>\$241,224</p> <p>\$219,889</p>
<p>High School</p> <p>Summer Intervention and Recovery</p> <ul style="list-style-type: none"> Each traditional high school will expand summer intervention and recovery staffing to increase the focus on assisting students who may have fallen behind grade level or did not graduate on time. Student progress will be monitored through high school credits earned or recovered. 	<p>\$69,000</p>
<p>English Learners (EL) and Native American ELlevation Strategies + Dual Language</p> <ul style="list-style-type: none"> English Learners were highly impacted when instruction moved to remote learning due to lack of internet access. Research shows highly effective instruction for English Learners is intentionally interactive and hands-on, which is difficult to facilitate remotely. Additionally, EL students demonstrate greater gains in their first language when provided support. The district collects growth data for English Learners through the ACCESS 2.0 assessment, NWEA MAP, and the South Dakota assessment. The Sioux Falls School District currently serves 2,647 English Learners throughout every school in the district. The ELlevation Strategies + Dual Language supplementary materials will be purchased in order to reinforce teachers with a variety of research-based strategies specifically targeting academic language support in every classroom. The ELlevation platform is already used by the Sioux Falls School District to communicate important information. Adding instructional materials will provide teachers further support for their EL students. The District will monitor student academic and language growth as well as teacher usage of the product through the aforementioned assessments and online ELlevation tools. 	<p>\$140,990</p>

<p>Indian Education Summer Sessions</p> <ul style="list-style-type: none"> • Three Indian Education sessions were planned for the summer of 2021. Sessions centered around cultural music, dance, language and art as well as the Red Road curriculum. Families were provided a meal and materials at the sessions. 	
<p>Summer band and orchestra lessons</p> <ul style="list-style-type: none"> • Students were taught in a virtual mode throughout the spring of 2020, thus creating a difficult situation for learning how to play an instrument for all students. Spring 2020 recruiting and exposure to the programs could not happen for new elementary students as well as upper level students matriculating to higher level programs. In the 2020-21 school year, instruction was modified due to COVID-19 mitigation efforts, which contributed to an additional loss of learning and reduction in participation. As a result, an interruption in lessons has led to atrophy of skills, attrition of students involved in the programs, and a reduction in participation levels by new students in the beginner grades. Enrollment trends in the programs are tracked three times per year at the district level for all relevant grade levels. Enrollment was down 18% from pre-COVID-19 data. Summer 2022 lesson programs allow for individualized or small group interventions for students who are at-risk for dropping out of the program due to underdeveloped skills. The summer exposure to instruction encourages summer individual practice habits. 	<p>\$34,500</p>
<p>Professional development for research-based strategies to meet students’ academic, social, emotional, mental health, and college, career, and future readiness needs.</p> <ul style="list-style-type: none"> • The Sioux Falls School District believes the most impactful way for schools to deliver differentiated learning for each student is through a multi-tiered system of support (MTSS) that provides evidence-based instruction and data-driven interventions centered on student need. All administrators, teachers, and support staff will be trained on the MTSS model to support student outcomes that are monitored and measured using frequent progress monitoring, established benchmarking tools, and targeted assessments. • All counselors, social workers, and school psychologists will participate in crisis intervention training that will utilize the International Critical Incident Stress Foundation (ICISF) standards. This training includes 2 days for staff new to the ICISF and 1 day for those taking the refresher course to maintain certification. A crisis response team of counselors, social workers and a school psychologist will implement strategies related to the effects of trauma on student learning, signs of distress, interventions based in evidence-based practices, developmental considerations, referral signs and team development strategies. A school crisis response team provides immediate aid to staff and students during the time of a traumatic event. This team will provide consistency in response and connectivity of resources surrounding the event. The need to broaden the number of crisis teams in the Sioux Falls School District was 	<p>\$3,450,000</p>

<p>heightened in the second semester of the 2020-21 school year when a crisis team was called into action 6 out of 7 weeks.</p> <ul style="list-style-type: none"> ○ The Sioux Falls School District will provide professional development for school counselors to improve the district-wide school counseling program using Hatching Results. School counselors are uniquely trained to address the needs of families and students within our schools. Working within the counselor’s role that focuses on student academics, college and career readiness and social-emotional support, this training will assist in lessening learning loss due to the events brought on by COVID-19 through evidence-based activities/curriculum and improving student engagement within a framework of multi-tiered system of supports. By the end of the professional development, counselors will be able to: <ul style="list-style-type: none"> ■ Service students and families more proactively and efficiently through a multi-tiered system of supports, ■ utilize more specific data to drive their program, curriculum, and interventions, ■ build a robust school counseling curriculum that aligns with state and national standards and student competencies, and ■ experience greater consistency in access between and among schools in what students receive from the school counseling program. ○ Hatch training will include 4 onsite sessions for counselors and administrators with 2 specialists that will also collaborate with the district leadership team on debriefing and follow up measures. A pre and post comprehensive assessment will be conducted. <ul style="list-style-type: none"> ■ K-5 special education teachers will be trained in explicit, systematic, and multisensory strategies to be employed with SIPPS. ■ All Pre-K and elementary special education teachers will be trained in explicit, systematic, and multisensory strategies to be employed with Heggerty. ■ K-12 RISE special education teachers and RISE education assistants will receive training (and accompanying materials) that includes emergent literacy instruction and assessment for students with significant disabilities incorporating augmented or alternate communication (AAC) systems. ■ 6-12 special educators will receive targeted instruction in using explicit systematic strategies along with using diagnostic skill based assessments to increase student outcomes. 	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$10,108,125</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
<p>All students</p>	<p>Elementary: Academic needs of students that have been impacted by extended absences and the interrupted educational setting during the COVID-19 pandemic will be met through the following programs:</p> <ul style="list-style-type: none"> ● Summer Academy offered to students most in need throughout all elementary schools ● SIPPS expanded into non-title buildings for students who qualify ● Heggerty Bridge the Gap intervention will be provided to all qualifying students in grades 2-5 <p>Middle School: Academic needs of students that have been impacted by extended absences and the interrupted educational setting during the COVID-19 pandemic will be met through the following programs:</p> <ul style="list-style-type: none"> ● Extended Summer Learning: tutoring for students with identified gaps in learning. ● Open Library Hours: promote summer reading and close the gaps in reading deficiencies for all students. ● Recovery and Intervention program: all students will have access to an intervention classroom, staffed by a certified teacher and an EA, where they can work toward proficiency on priority core content standards. 	

	<ul style="list-style-type: none"> ● Tier 2 Interventions: Lunch learning opportunities will be available for students who have short-term gaps in their learning due to extended absences. Students and teachers will focus on the core content standard proficiency. ● After School Extended Day Sessions: After school learning opportunities will be available for students who have short-term gaps in their learning due to extended absences or lack of proficiency on priority standards.. They will focus on the core content standard proficiency. <p>High School: Academic needs of students that have been impacted by extended absences and the interrupted educational setting during the COVID-19 pandemic will be met through the following programs:</p> <ul style="list-style-type: none"> ● A recovery room will be staffed by two teachers and an education assistant. Teachers will track students’ grades, attendance, and credit attainment to assist students on their track toward graduation. <p>All Levels: All administrators, teachers, and support staff will be trained on the MTSS model to support student outcomes that are monitored and measured using frequent progress monitoring, established benchmarking tools, and targeted assessments.</p>	<p>All Levels: Physical distancing and the lack of in-person support during the pandemic increased stressors of many staff and students. All administrators, teachers, and support staff will be trained on the MTSS model to support student outcomes that are monitored and measured using frequent progress monitoring, established benchmarking tools, and targeted assessments. The MTSS model targets academic as well as behavioral, social, and emotional needs.</p>
<p>Students from low income families</p>	<p>Academic learning of students from low income families were impacted by an interrupted educational setting during the COVID-19 pandemic as reading and math supports were unavailable in a traditional sense. An elementary</p>	<p>Many low-income parents lost their jobs or saw their work hours reduced during the pandemic. This increased the feelings of food insecurity, which is linked to feelings of depression. The impacted family affects the stress, well-being and child development. The</p>

	<p>summer academy is an option for academically struggling students from low income families who attend any elementary school in the Sioux Falls School District. Selection criteria for the Summer Academy is based on the following assessment data:</p> <ul style="list-style-type: none"> • Title buildings - students who were currently either served by SIPPS specialists or are on a waiting list to be served were identified as students in need of extended instruction. • Non-title buildings - MAP Reading Fluency was used to identify students who may benefit from instruction during the summer. Students who were 'below' and/or 'approaching' in phonemic awareness, phonics, or both were identified as students who could potentially benefit from extended instruction. 	<p>professional development implemented for counselors and social workers, including Hatching Results MTSS training and crisis training, increases the skill level for counselors and social workers to meet the needs of our marginalized populations such as our students from low-income families. Hatching Results training brings consistency in access for students with SEL curriculum. Crisis training guarantees every building has a trained professional to work with our high risk students with a focus on trauma.</p>
Students of color	<p>Research has shown that students of color began the 2021-22 school year several months behind when compared to historical averages. Students of color who have been identified below grade level by research-based assessments will have the opportunity to receive additional time and focus on specific strategies to make up for disrupted instruction.</p>	<p>Agencies have reported students of color are less likely to receive quality mental health services. The professional development implemented for counselors and social workers, including Hatching Results MTSS training and crisis training, increases the skill level for counselors and social workers to meet the needs of our marginalized populations such as students of color. Hatching Results training brings consistency in access for students with SEL curriculum. Crisis training guarantees every building has a trained professional to work with our high risk students with a focus on trauma.</p>
English Learners	<p>English Learners were highly impacted when instruction moved to remote learning due to lack of internet access. The lack of in-person learning during the pandemic increased the need for English Learners to receive targeted support. Research shows highly effective instruction for English Learners is intentionally interactive and hands-on, which is difficult to facilitate remotely.</p>	<p>The COVID-19 pandemic increased the challenges of communication between English Learner families and schools. Elementary English Learners will be supported by school home liaisons during the summer academy to bridge the gap between home and school in an effort to minimize additional undue stressors. The professional</p>

	<p>Additionally, EL students given support in their first language make greater gains. English Learners require additional time and focus on specific strategies to increase their academic language. ELlevation Strategies will be implemented to support teachers with a variety of research-based strategies specifically targeting academic language support in every classroom. An additional 1-3 weeks of elementary immersion summer school will provide immersion students with extended time to acquire additional language through classroom instruction and experiential trips.</p>	<p>development implemented for counselors and social workers, including Hatching Results MTSS training and crisis training, increases the skill level for counselors and social workers to meet the needs of English Learners. Hatching Results training brings consistency in access for students with SEL curriculum. Crisis training guarantees every building has a trained professional to work with our high risk students with a focus on trauma.</p>
Children with disabilities	<p>Student Ages: 3-21 All students with disabilities have access to the interventions described in Section 2 (e.g., extended summer learning, recovery and interventions, Tier II intervention sessions and after school extended school-based sessions) in addition to the specialized instruction described in their Individual Education Programs (e.g., compensatory education and extended school year) as related to their differentiated needs that arose during COVID-19 pandemic.</p>	<p>Students may demonstrate difficulty regulating behavior and emotions as a result of their identified disability. The COVID-19 pandemic enhanced anxiety, depression and other mental health issues for many students, but this may have been heightened for students with disabilities who were already receiving specialized instruction in these areas through their Individual Education Program (IEP). Professional learning and a multi-tiered system of support (MTSS) will equip staff with the resources and systematic response needed to address social, emotional and mental health needs of students with disabilities.</p>
Students experiencing homelessness	<p>Students experiencing homelessness were underidentified during the pandemic, thereby reducing the stream of services to support families in need. Elementary students experiencing homelessness, who are identified as performing below grade level level, are provided the opportunity to attend the elementary summer academy as well as SIPPS reading intervention. Middle school students may benefit from open library hours, extended summer learning, tier 2 intervention sessions or after school extended school day sessions. High school students may benefit from summer intervention and recovery.</p>	<p>Students in homeless situations report being depressed 2x the rate of those students not homeless and report having attempted suicide at 4x the rate as their peers. The professional development implemented for counselors and social workers, including Hatching Results MTSS training and crisis training, increases the skill level for counselors and social workers to meet the needs of our marginalized populations such as our homeless youth and youth in Foster Care. Hatching Results training brings consistency in access for students with SEL curriculum. Crisis training guarantees every building has a trained professional to work with</p>

		our high risk students with a focus on trauma.
Children in foster care	The COVID-19 pandemic may increase stressors for children in foster care who have already shown to suffer from higher rates of mental health such as depression, anxiety, and eating disorders. Elementary students in foster care, who are identified as performing below grade level, are provided an opportunity to attend the elementary summer academy as well as SIPPS reading intervention. Middle school students may benefit from open library hours, extended summer learning, tier 2 intervention sessions or after school extended school day sessions. High school students may benefit from summer intervention and recovery.	The professional development implemented for counselors and social workers, including Hatching Results MTSS training and crisis training, increases the skill level for counselors and social workers to meet the needs of our marginalized populations such as our homeless youth and youth in Foster Care. Hatching Results training brings consistency in access for students with SEL curriculum. Crisis training guarantees every building has a trained professional to work with our high risk students with a focus on trauma.
Migratory students	Elementary migrant students identified as performing below grade level level are offered the opportunity to participate in the elementary summer academy as well as SIPPS reading intervention. Middle school students may benefit from open library hours, extended summer learning, tier 2 intervention sessions or after school extended school day sessions. High school students may benefit from summer intervention and recovery.	Elementary migrant students will be supported by school home liaisons during the summer academy to bridge the gap between home and school. The professional development implemented for counselors and social workers, including Hatching Results MTSS training and crisis training, increases the skill level for counselors and social workers to meet the needs of migratory students. Hatching Results training brings consistency in access for students with SEL curriculum. Crisis training guarantees every building has a trained professional to work with our high risk students with a focus on trauma.

**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.*

<p>learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.” Teachers will track students’ grades, attendance, and credit attainment to assist students as they strive toward graduation. The credit recovery support will help students earn required graduation credits.</p>	
<p>Educator Professional Development:</p> <ul style="list-style-type: none"> • A staff development coordinator has been hired for 3 years to organize staff training in, but not limited to, Sioux Falls Multi-Tiered System of Support (SFMTSS), the Art of Teaching, Kagan strategies, Student Assistance Team (SAT), and Social Emotional Learning (SEL) as allowed under 2(N) “addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (ii) implementing evidence-based activities to meet the comprehensive needs of students.” The coordinator will also coordinate the World Language Immersion and English Learner (EL) programs to facilitate staff and program development. • A technology instructional coach has been hired for 2 years to provide professional development to teachers on the interactive flat panels mounted in classrooms across the district as allowed under (A) “any activity authorized by the Elementary and Secondary Education Act of 1965.” 	<p>\$621,000</p> <p>\$234,600</p>
<p>Interventions that Address Student Well-Being:</p> <ul style="list-style-type: none"> • A high school success coordinator 1.0 Full Time Equivalent (FTE) will be hired for two years to monitor and support students who attend the Joe Foss alternative high school program at Axtell Park and/or their home high school as allowed under (L) “providing mental health services and supports, including through the implementation of evidence-based full-service community schools.” The high school program at Axtell Park seeks to reduce the number of dropouts, recover students who have dropped out and wish to return, and offer students classes required to earn a diploma. • A high school social worker will be hired for two years to provide services to students, and their families, thereby supporting mental health concerns, behavior concerns, emotional well-being and to improve academic performance as allowed under (L) “providing mental health services and supports, including through the implementation of evidence-based full-service community schools.” • High school counselors (7.15 FTE) will be added for two years to increase support across the district for students who have been impacted by adverse conditions stemming from the COVID-19 	<p>\$276,000</p> <p>\$282,000</p> <p>\$2,021,405</p>

<p>disabilities, which may include assistive technology or adaptive equipment.”.</p> <ul style="list-style-type: none"> ● Audio enhancement equipment will be purchased and installed in all classrooms across the District to increase the volume of teachers’ voices that may be diminished by a mask as allowed under (K) “purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.” Additionally, the classroom amplification systems will support students with hearing impairments who require increased volume in the classroom environment to support learning. ● The Sioux Falls School District will plan, acquire, and implement a digital records management system with the ability to provide paperless workflow for electronic documents as allowed under (A) “any activity authorized by the Elementary and Secondary Education Act of 1965.” Efficient and streamlined processes and paper reduction in favor of electronic files enhances the ability of the District to be responsive to requests, manage workflow efficiently, serve the needs of the community, and minimize touchpoints on surfaces. ● Several communication and feedback tools, e.g., Remind, rSchool Today, Let’s Talk, Insight survey tool, ParentLink, will be purchased to share information with families and solicit their feedback as allowed under (N) “addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.” ● Bus accountability pass-swiping technology to ensure student safety and accountability when riding the school bus as allowed under (A) “any activity authorized by the Elementary and Secondary Education Act of 1965.” ● Livestream equipment was purchased to stream sporting activities to provide fans an alternative to attending games in person as allowed under (O) “school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.” ● An ESSER staff member will be hired for two years to help track capital outlay and manage expenses in the ESSER grants as allowed under (A) “any activity authorized by the Elementary and Secondary Education Act of 1965.” 	<p>\$2,500,000</p> <p>\$550,000</p> <p>\$436,000</p> <p>\$411,250</p> <p>\$75,000</p> <p>\$207,000</p>
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$27,182,043</p>

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 - NA	
Project #1 - NA	
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 - NA	

Engaging Students at Risk

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

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

Narrative
<p>Overview The Sioux Falls School District will continue to foster an environment of high expectations combined with focused interventions and support in order to meet the learning needs of all students, especially those who have missed the most in-person instruction, participated inconsistently in remote instruction, or are at risk of dropping out of school.</p>

Missed Most In-Person

Additional SIPPS Reading Intervention

- Fifteen additional Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) teachers will be hired for the 2021-2023 school years. The additional SIPPS teachers will provide qualifying elementary school buildings with a SIPPS teacher. SIPPS is a research-based foundational skills program proven to help emergent readers build foundational skills and confidence to become independent readers and writers. Students who were absent from in-person learning during the pandemic may have missed explicit literacy instruction critical to becoming proficient readers and writers. This may have caused a disconnect or regression in their reading achievement. In the spring, MAP Reading Fluency was administered to our K-1 students. Students who were 'below' and/or 'approaching' in phonemic awareness, phonics, or both were identified as students needing further screening utilizing the SIPPS placement test in the fall. Any student who falls at or below SIPPS beginning 41 will be eligible for an Tier II SIPPS intervention.

Elementary summer academy (Summers 21, 22, 23, 24)

- Summer Academy students received explicit instruction in math and reading. Bridges Math Intervention was utilized for math instruction and SIPPS, Being A Reader, and SORing into Reading were utilized for literacy instruction.
- In title buildings, students who were currently either served by SIPPS specialists or are on a waiting list to be served were identified as students in need of extended instruction. These students were provided an option to attend Summer Academy.
- In non-title buildings, MAP Reading Fluency was used to identify students who may benefit from instruction during the summer. Students who were 'below' and/or 'approaching' in phonemic awareness, phonics, or both were identified as students who could potentially benefit from extended instruction. These students were provided an option to attend Summer Academy.

Elementary Heggerty training and materials for grades 2-5

- A consultant will be hired to guide all elementary classroom teachers, special education teachers, educational assistants, and administrators through a half day of research based phonemic awareness professional learning (i.e. Heggerty training).
- Heggerty Bridge the Gap intervention materials will be purchased for 2nd-5th grade teachers. Bridge the Gap is a series of systematic phonemic awareness intervention lessons to be used in small groups or with individual students who struggle with phonemic awareness which is hindering their ability to become proficient readers and writers.
- MAP Growth, teacher observation, and individual conferring notes will support Identification of students who may be needing more intensive explicit instruction in phonemic awareness. The Heggerty placement assessment will be used to determine the specific intervention lessons needed to support the student in becoming a proficient reader and writer. Student achievement will be tracked using the Heggerty progress monitoring tool.

Summer band and orchestra lessons (Summer 22)

- Students were taught in a virtual mode throughout the spring of 2020, thus creating a difficult situation for learning how to play an instrument for all students. Spring 2020 recruiting and exposure to the programs could not happen for new

elementary students as well as upper level students matriculating to higher level programs. In the 2020-21 school year, instruction was modified due to COVID-19 mitigation efforts, which contributed to an additional loss of learning and reduction in participation. As a result, an interruption in lessons has led to atrophy of skills, attrition of students involved in the programs, and a reduction in participation levels by new students in the beginner grades.

- Enrollment trends in the programs are tracked three times per year at the district level for all relevant grade levels. Enrollment was down 18% from pre-COVID-19 data.
- Summer lesson programs allow for individualized or small group interventions for students who are at-risk for dropping out of the program due to underdeveloped skills. The summer exposure to instruction encourages summer individual practice habits.

Did Not Participate in Remote Instruction

ELlevation Strategies + Dual Language

- English Learners were highly impacted when instruction moved to remote learning due to lack of internet access. Research shows highly effective instruction for English Learners is intentionally interactive and hands-on, which is difficult to facilitate remotely. Additionally, EL students given support in their first language make greater gains. The district collects growth data for English Learners through ACCESS 2.0 assessment, NWEA MAP, and the South Dakota assessment. The Sioux Falls School District currently serves 2,647 English Learners throughout every school in the district. The ELlevation Strategies + Dual Language supplementary materials will be purchased in order to reinforce teachers with a variety of research-based strategies specifically targeting academic language support in every classroom. The ELlevation platform is already used by the Sioux Falls School District to communicate important information. Adding instructional materials will provide teachers further support for their EL students. The District will monitor student academic and language growth as well as teacher usage of the product through the aforementioned assessments and online ELlevation tools.

Elementary Immersion Summer School Extension

- The elementary immersion summer school will be extended for 1-3 weeks during the summers of 2022 and 2023. The extended time will allow for additional language acquisition through classroom instruction and experiential trips.

At Risk for Dropping Out

- **Community Engagement Center**
 - A city-wide support housed at the Axtell Park building to support families with clothing, hygiene products, and community resources.
- **1.0 FTE high school social worker**
 - A two-year position to provide services to students, and their families, thereby supporting mental health concerns, behavior concerns, emotional well-being and to improve academic performance.
- **7.15 FTE middle and high school counselors**
 - Additional counselor time spread across the city will help identify and support at-risk students. Counselors will provide additional in-building support and connect the most at-risk students with resources in the community (e.g., Southeastern Behavioral Health, Avera Behavioral).
- **1.0 FTE high school success coordinator**
 - The success coordinator will monitor and support students who attend the Joe Foss alternative high school program at Axtell Park and/or their home high school. The high school program at Axtell Park seeks to reduce the number of dropouts, recover students who have dropped out and wish to return, and offer students classes required to earn a diploma.
- **Indian Education Teacher on Special Assignment (TOSA)**
 - An Indian Education Teacher on Special Assignment will be hired for two years to coordinate Indian Education Services. This position will target our Native American students with interventions aimed at increasing attendance, networking to increase resources to support families, working with the Parent Education committee to increase participation, and increasing summer and after school programming for families.
- **Indian Education Summer Sessions**
 - Three Indian Education sessions were planned for the summer of 2021. Sessions centered around cultural music, dance, language and art as well as the Red Road curriculum. Families were provided a meal and materials at the sessions.
- **2.0 FTE recovery and intervention teachers and 1.0 FTE education assistant per high school**
 - Staffing for a recovery room to support and monitor student progress for those who may have fallen behind in credits. Teachers will track student grades, attendance and credit attainment.
- **Increased high school summer recovery program staffing**
 - Support will be given to high school students who fell behind in credits, did not graduate on time, or are not on track with their cohort for graduation will participate in the summer recovery program. Teachers will support and monitor student progress through high school credits earned/recovered.
- **1.0 FTE intervention teacher and 1.0 FTE education assistant per middle school**
 - Middle school students who lack proficiency on priority standards in core content areas will have access to targeted intervention provided by an intervention teacher. Within the intervention setting, An education assistant will provide student assistance within the intervention setting.
- **Middle school open library (Summers 2021 and 2022)**
 - Middle school libraries will be open during the summer to provide students with choice reading materials. The promotion of reading during summer has been shown to prevent the summer slide in reading proficiency and closes the gap in reading deficiencies.

- **Middle school intervention program (Summer 2022)**
 - Students that lack proficiency in priority core content standards will be identified and offered an opportunity for targeted summer learning. Students will participate in field trips to increase experiential learning.
- **Middle school after school extended school day sessions (SY21-22, 22-23)**
 - One hour after school tutoring sessions will support students with gaps in learning due to extended absences and/or assessment data results.
- **Middle school Tier 2 intervention sessions (SY21-22, 22-23)**
 - Teachers will host lunch study sessions during each lunch period to support student learning with a goal of ensuring that each student has support to complete classwork in areas of need.

Stakeholder Consultation:

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

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation</p> <p>The following opportunities provided the opportunity for meaningful conversation with stakeholders:</p> <p>Listening Sessions</p> <ul style="list-style-type: none"> ● Fifty-three Staff Listening Sessions and two Community Listening Sessions were held to gather information on the support needed for students and staff in the SFSD. The feedback was gathered and the following priorities were identified and targeted: ● SFMTSS <ul style="list-style-type: none"> ○ Academic Interventions ○ Behavior Supports ● Career Education ● Social Emotional Supports <ul style="list-style-type: none"> ○ Student Engagement ○ Attendance <p>Budget Committee March 18, 2021 - Budget Review (22 members including 5 teachers)</p> <p>Board Presentations March 31, 2021 - Budget Public Work Session April 7, 2021 - Budget Public Work Session April 12, 2021 - Public hearing on budget July 12, 2021 - Budget Adoption August 9, 2021 - Presentation of C2L and ARP ESSER III</p>

<p>Community, students, teachers, administrators provided input on the Continue to Learn Plan which included ESSER I, II, and III budgets.</p> <p>July 28, 2021 - A community survey was utilized to gather feedback. Revisions were made to the plan based on staff, students, parents, and community feedback. The revised plan, which included the ARP ESSER III plan, was shared with the stakeholders on August 9, 2021.</p> <p>The plan will be reviewed at least every six months. SFSD will seek and consider public feedback during the review process and revisions will be shared through public meetings.</p>
<p>Students</p> <p>Student feedback was and will continue to be gathered through student advisory groups and participation on district surveys.</p>
<p>Families</p> <p>Feedback from families was and will continue to be gathered from community listening sessions, public input at school board meetings, and community surveys.</p>
<p>School and district administrators (including special education administrators)</p> <p>School, district, special education and English Learner administration have been involved in the community and building feedback sessions. Administration at all levels provided feedback and supported the development of the ESSER III plan in the areas identified through the staff and community listening sessions.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Feedback from the groups listed above was and will continue to be gathered during listening sessions, public input at school board meetings, and community surveys.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>The Continue to Learn plan was shared with the Flandreau Santee Sioux Tribe for feedback.</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>Feedback from the groups listed above was and will continue to be gathered during listening sessions, public input at school board meetings, and community surveys.</p>
<p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</p> <p>Feedback from the groups listed above was and will continue to be gathered during listening sessions, public input at school board meetings, and community surveys.</p>
<p>The public</p> <p>Feedback from the groups listed above was and will continue to be gathered during listening sessions, public input at school board meetings, and community surveys.</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.