



Dell Rapids School District

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

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.

Additional translation services, beyond the web-based translation tool, are available for this plan upon request.

School District: Dell Rapids Public School	Total ARP ESSER Funding Available: \$370,435
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$370,435
ARP ESSER School District Plan URL: https://docs.google.com/document/d/18LyJ_fz-BW6_Am7je2TiduKsRy7R_3sYJ9ZKouXGMyg/edit?usp=sharing	Amount Set Aside for Lost Instructional Time: \$220,435

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	NA

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education's FAQ](#) A-10 and C-2; districts may also consult the department's Evidence Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p> <p>DRPS predicts a continuation of many services funded with ESSER II revenue. After offering parallel learning for the 2020-2021 school year, we have decided to remove that option. We feel in-person learning offers the most favorable opportunities to provide instruction and targeted services for all students. It further allows us to closely monitor students identified as being disproportionately impacted by the COVID-19 pandemic.</p> <p>Additional staff in the form of interventionist teachers and associates will be hired. Interventionists will monitor the progress of students and provide intensive targeted support to students who are not achieving at grade level and do not receive special education services. Classroom teachers will work directly with these individuals to ensure a continuum of services is offered.</p> <p>The Elementary Counselor will support students' mental health and social well-being. We will monitor the number of staff benefiting from the Employee Assistance Program and continue offering this service should it continue to be utilized.</p>	

Specific Evidence-Based Interventions Read 180 Math 180 Waterford Early Learning Program Really Great Reading	\$36,890
Opportunities for Extended Learning (eg., summer school, afterschool) Extended school year offerings	\$2850
Equipment and/or Supplies	
Additional FTE ES Intervention Teacher (.5) ES Intervention Associate (.91) ES Guidance Counselor MS Extended Targeted Services Teacher	\$168,801
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$208,541

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>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p>

Students from low income families	<p>COVID-19 pandemic exacerbated hardships for low-income, families. Interventions need to be made available to all students, therefore, ensuring every student had equal access to appropriate technology or transportation was critical to the success of the implemented interventions and resources listed below. The pandemic also brought additional families into the threshold of “low income” increasing the importance of communicating programs for low-income families related to medical, nutrition, childcare, etc.</p>	
Students from low income families	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students</p>

		(FREE resource which provided free social-emotional assistance for families with future concerns)
Students of color	According to research from the Urban Institute, people of color (especially Blacks and Latinos) are not only more likely to contract and die from COVID-19, but they are also disproportionately affected by the economic hardships that accompany it. DRPS needs to aggressively promote programs for academic interventions and physical/emotional help to students of color and ensure economic inequities do not keep students from receiving services.	
Students of color	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students (FREE resource which provided free social-emotional assistance for families with future concerns)</p>
English learners	English New Language (ENL) families need to receive the same information regarding testing options, resources, and mitigation strategies as English-speaking families. Consequently, DRPS needs to ensure the interventions and resources listed below are communicated to all families in a language they understand. Further, testing options and any OTC tests offered must be explained in their first language.	

<p>English learners</p>	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students (FREE resource which provided free social-emotional assistance for families with future concerns)</p>
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<p>Children with disabilities</p>	<p>DRPS went to virtual learning during the spring of 2019. This time was difficult for many special education students as access to necessary resources, associates, and normality were decreased. This subgroup has continued to be monitored closely to assess the gap that was created with their absence to on-site education and the continued possibilities that come from a lack of social interventions they are used to. Many of our students on IEP's also have compromised immune systems leaving them more at risk to contract COVID-19 or be quarantined resulting in additional absences.</p>
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<p>Children with disabilities</p>	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students (FREE resource which provided free social-emotional assistance for families with future concerns)</p>
<p>Students experiencing homelessness</p>	<p>COVID-19 pandemic exacerbated hardships for low-income, families which further increased the number of students who lost permanent housing. The district homeless liaison will ensure information is equally distributed to individuals without stable housing and work to ensure all available resources are provided below along with homelessness services being provided.</p>	

<p>Students experiencing homelessness</p>	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students (FREE resource which provided free social-emotional assistance for families with future concerns)</p>
<p>Children in foster care</p>	<p>Students in foster care may be experiencing additional hardships due to their living situations, lack of technology, and inconsistent relationships. These students may need technology for the purpose of maintaining relationships along with their academic coursework. DRPS must monitor circumstances and watch for changes that could initiate additional needs in the areas below.</p>	
<p>Children in foster care</p>	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students (FREE resource which provided free social-</p>

		emotional assistance for families with future concerns)
	<p>Migratory students have an increased risk for educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed at school. The resources below will be extremely beneficial and district staff needs to ensure they are provided in a way that migrant families can understand and easily access.</p>	
Migratory students	<p>Individual summer school sessions focused on student-specific learning gaps.</p> <p>Waterford Early Learning w/ at-home access for KP-2 families.</p> <p>All Elementary and Middle School students will be monitored and eligible for extended targeted services.</p>	<p>ES- the full-time counselor will provide KP-4 students with guidance and support. Counselors assist in a variety of areas, including academic, personal, parental, and social pressures.</p> <p>Having a full-time counselor in the elementary allows each school building (ES, MS, HS) to have its own counselor without sharing duties between buildings. This allows for a more efficient and balanced approach to school culture and counseling needs.</p> <p>Cooke Center for Human Connection Virtual Family Mental Health Nights for all students (FREE resource which provided free social-emotional assistance for families with future concerns)</p>

**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

4. Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview DRPS staff supported students and our entire school community throughout the 2020-2021 school year. Providing on-site instruction and living in a county with substantial spread, was taxing on our staff. The district paid for an employee assistance program that allowed every staff member access to legal, psychological, social-emotional services, etc. If utilized, the program would continue for the 2022-2023 school year.</p>	
Academic Supports	NA
Educator Professional Development	NA
Interventions that Address Student Well-Being	NA
Strategies to Address Workforce Challenges	NA
<p>Other Priorities Not Outlined Above Employee Assistance Program (EAP) Indirect costs not yet determined</p>	\$11,894
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	\$11,894

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
<p>Overview The Dell Rapids Public School partnered with Site Logiq to conduct a facilities assessment in both the elementary and high school buildings in 2019. Based on the assessment, DRPS may use ARP funds to cover projects that are necessary to keep the HVAC system running efficiently. Per the CDC, improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air.</p>	
<p>Project #1 MS HVAC: Chiller</p>	
<p>Project #2</p>	
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	<p>\$150,000</p>

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 The Dell Rapids Public School District will continue to utilize General Fund, Capital Outlay, Special Education Funding, and other revenue sources to support student needs and initiatives.</p> <p>Mitigation efforts, increased staffing and academic intervention materials will be purchased as needed. Building administrators will request the resources by referencing the specific area that will be targeted by the purchase.</p>	<p>TBD</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

Overview

DRPS will continue to monitor all students, however, we anticipate students who had academic struggles due to the Covid -19 pandemic needing more intentional targeted services to reach the potential that could have been met without the barriers Covid-19 initiated. Although DRPS had on-site learning throughout the 20-21 school year, some students selected parallel learning, and others may have been affected through changes in social norms.

7

Missed Most In-Person

Summer School Opportunities (ES)
Targeted intervention services taught by interventionists (MS, ES)

Did Not Participate in Remote Instruction

NA

At-Risk for Dropping Out

Summer School Opportunities (ES)
Targeted intervention services taught by interventionists (MS, ES)

Stakeholder Consultation:

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

Narrative

Overview, including the three highest priority needs that emerged from consultation:

- Additional staff to instruct students most affected by the pandemic
- Curriculum to support intervention instruction
- Social-Emotional needs of students and staff

DRPS received \$370,000 of ARP/ESSER money therefore it was difficult to cover all needs expressed. The teacher leadership team worked in the spring of 2021 to analyze student and staff needs. The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021, board meetings.

<p>Students The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021, board meetings.</p>
<p>Families The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021 board meetings.</p>
<p>School and district administrators (including special education administrators) The teacher leadership team worked in the spring of 2021 to analyze student and staff needs. The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021 board meetings.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions The teacher leadership team worked in the spring of 2021 to analyze student and staff needs. The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021, board meetings.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p>

<p>NA</p>
<p>Civil rights organizations (including disability rights organizations), as applicable The teacher leadership team worked in the spring of 2021 to analyze student and staff needs. The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021 board meetings.</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>The teacher leadership team worked in the spring of 2021 to analyze student and staff needs. The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021 board meetings.</p>
<p>The public The teacher leadership team worked in the spring of 2021 to analyze student and staff needs. The Dell Rapids Education Association was asked to provide input for fund utilization and the BOE solicited public input at both the July 12, 2021, and August 9, 2021 board meetings.</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.