

Deuel 19-4

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

Updated: 6/2/2021

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: Deuel School District 19-4	Total ARP ESSER Funding Available: \$607,803
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$607,803
ARP ESSER School District Plan URL: www.deuel.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$121,561

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

Academic Impact of Lost Instructional Time

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

Narrative	Approximate Budget
Overview The Deuel School District has Identified in-person learning as the most effective strategy to provide supports for students who lost instructional time. The school district has purchased a new reading curriculum for the primary grades starting in 2021. We also utilized prior ESSER dollars for summer school services to provide extra help and support for students. Based on data analysis done at the district, the interventions identified below address the district’s need to accurately assess students’ academic progress and assist teachers in meeting students’ academic needs.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) The district will purchase/contract NWEA MAPS for continued assessment purposes. The school district will use the assessment data to identify areas of strengths and weaknesses. Data will be used to drive instruction and curriculum for coming years.	\$20,000

Opportunities for Extended Learning (eg., summer school, afterschool) The Deuel School district will continue to offer summer school services to combat learning loss. We will also implement an afterschool program to offer more help to students outside of the regular school day.	\$94,060
Equipment and/or Supplies Instructional materials for both summer and afterschool programs.	\$7,501
Additional FTE NA	
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$121,561

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	The Deuel School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include: <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels. 	The School District has hired an additional school counselor with prior ESSER dollars to assist students with social, emotional, and mental health issues. These services will provide a proactive approach to strong mental health while at the same time helping students who face mental health challenges and need counseling.
Students from low income families	The Deuel School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their	The School District has hired an additional school counselor with prior ESSER dollars to assist students with social, emotional, and mental health issues. These services will provide a proactive approach to strong mental health while at the

	<p>individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels. • Our after-school program will help students from lower socio-economic status to have extra help outside of the regular school day. With the help of individualized assessments, additional instruction will help students lessen the learning loss. 	<p>same time helping students who face mental health challenges and need counseling.</p>
<p>Students of color</p>	<p>The Deuel School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels. • Students of color will have access to more individual learning time during both after-school time and during the summer school time. 	<p>The School District has hired an additional school counselor with prior ESSER dollars to assist students with social, emotional, and mental health issues. These services will provide a proactive approach to strong mental health while at the same time helping students who face mental health challenges and need counseling.</p>

<p>English learners</p>	<p>The Deuel School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels. <p>The Deuel School District will continue to follow ELL protocols that have been established and continue</p>	<p>The School District has hired an additional school counselor with prior ESSER dollars to assist students with social, emotional, and mental health issues. These services will provide a proactive approach to strong mental health while at the same time helping students who face mental health challenges and need counseling.</p>
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	<p>to provide supports to help our ELL population.</p> <p>The Deuel School District is a member of the South Dakota State-Wide Title III & Migrant Consortia. We receive effective professional development for ELL and Migrant students to assist in language proficiency.</p> <p>The additional time being offered during the summer and after school will allow more time for EL students to work on their English proficiency.</p>	
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<p>Children with disabilities</p>	<p>The Deuel School District will implement strategies designed to engage and/or re-engage these students and provide strong instruction for academic attainment for all students based on their individual needs. These strategies include:</p> <ul style="list-style-type: none"> • NWEA Assessments given three times each year to determine specific areas of learning loss. • Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels. • Our special education teachers will assist the educators in both the after-school program and the summer program to help create learning opportunities for our students with disabilities. 	<p>The School District has hired an additional school counselor with prior ESSER dollars to assist students with social, emotional, and mental health issues. These services will provide a proactive approach to strong mental health while at the same time helping students who face mental health challenges and need counseling.</p>
<p>Students experiencing homelessness</p>	<p>The Deuel School District currently doesn't have students experiencing homelessness.</p>	

<p>Children in foster care</p>	<p>The Deuel School District currently doesn't have children in foster care.</p>	
<p>Migratory students</p>	<p>The Deuel School District currently doesn't have migratory students.</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
Overview The remaining allocation of \$486,243 will be used towards a construction project.	
Academic Supports NA	
Educator Professional Development NA	
Interventions that Address Student Well-Being NA	
Strategies to Address Workforce Challenges NA	
Other Priorities Not Outlined Above NA	
Total Approximate Budget for Investments in Other Allowed Activities	

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 The Deuel School District is currently pursuing a building project that consists of demolition and renovation of certain existing facilities along with new construction including the following: Industrial Arts/AG workshops and classrooms, kitchen, cafeteria/commons, extra classrooms, and competition gymnasium.	
Project #1	

The Deuel School District is looking to expand its facilities to provide smaller class sizes. This can help to socially distance, as well as give students the opportunity to learn in a smaller setting.	\$486,242
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Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$486,242

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 Essential student needs (student achievement and the health and well-being of all students and staff) are being met through ESSER III funds, REAP funding, Title I funds, Perkins funding, and district-level funds.	

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 The Deuel School district will continue to use NWEA/MAP testing and other formal assessments to assess learning loss and to provide intervention strategies for students that experienced learning loss.
Missed Most In-Person Summer School and after school programs are provided for those students that need the extra individualized instruction to catch up with their peers. These programs are targeting students who are in the primary grades and economically disadvantaged. These programs are using drill and practice techniques to build foundational knowledge with the goal of getting targeted students to grade level proficiency.

Did Not Participate in Remote Instruction

The Deuel School District provided face to face instruction during the 2020-2021 school year. For those students who chose to stay home or were forced to quarantine we provided the essential technology to engage remotely.

At Risk for Dropping Out

Credit recovery options are being provided for high school students that weren't able to pass their coursework. Although this option was/is available we did not have any students participate.

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>After engaging in meaningful conversation about meeting student needs stemming from the pandemic and its aftermath, the following needs were identified:</p> <ul style="list-style-type: none"> • Safe return to in-person and high-quality instruction. • Return to school plans for 2020-2021 & 2021-2022 school years with public input. • Social, emotional, and mental health of students and staff • Public input at school board meetings. • Communicating and updating parents, students, and other stakeholders as conditions change
<p>Students</p> <p>The district examined NWEA MAPS Assessment Data and attendance. Student surveys, in-person discussions, and student-teacher interactions allowed us to gather student input. A "Start Well" committee composed of teachers met to collaborate about both school and community needs to prepare for the reopening of school.</p>
<p>Families</p> <p>Back to school fair Parent-Teacher conferences District survey to parents Social Media/Website</p> <ul style="list-style-type: none"> • A second "Start Well" committee composed of administrators, teachers, school board members, health care providers, and parents also met to collaborate on preparing to reopen school. • Many parents expressed their thoughts through

<p>face to face interactions, phone call, e-mails and phone calls.</p>
<p>School and district administrators (including special education administrators) In addition to examining student data, school and district administrators met frequently to discuss what other priorities the district may have due to the Covid19 pandemic. We also held numerous staff and school board meetings. We are a four day week school and we used a number of Fridays to discuss protocols and gather information from regular education and special education teachers.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions Building level meetings were held with the principal, teachers, and school staff to determine evidence-based strategies that would best meet the needs of all students.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) NA</p>
<p>Civil rights organizations (including disability rights organizations), as applicable NA</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 Our community Start Well committee represented community stakeholders along with data collected from district surveys and other social media sites. In addition to this District school board meetings are open to the public with posted agendas. Every board meeting allows for public input.</p>
<p>The public The process of feedback and input is open to all individuals or organizational groups. The District’s board meetings are open to the public with posted agendas, which have and will continue to have COVID19 on the agenda. The Board meetings have and will include public input. Taking care of each person is our mission.</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.