

**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.

<b>School District:</b> Deuel School District 19-4	<b>Total ARP ESSER Funding Available:</b> \$607,803
<b>Date of School Board Plan Approval:</b> August 9, 2021	<b>Budgeted to Date:</b> \$607,803
<b>ARP ESSER School District Plan URL:</b> www.deuel.k12.sd.us	<b>Amount Set Aside for Lost Instructional Time:</b> \$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
<b>Overview</b> NA	
<b>Equipment and/or Supplies</b> NA	
<b>Additional FTE</b> NA	
<b>Other Priorities Not Outlined Above</b> NA	
<b>Total Approximate Budget for Mitigation Strategies</b>	

## 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
<b>Overview</b> 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.	
<b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b> 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.	<b>\$3,763</b>

<b>Opportunities for Extended Learning (eg., summer school, afterschool)</b> 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.	<b>\$117,798</b>
<b>Equipment and/or Supplies</b> NA	
<b>Additional FTE</b> NA	
<b>Other Priorities Not Outlined Above</b> NA	
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$121,561</b>

### Investments Aligned with Student Needs

- 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.\*

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
<b>All students</b>	<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"> <li>NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul>	<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>As prior ESSER funds have been expended, ESSER III fund will be used to continue this program as the needs of the students continue.</p>
<b>Students from low income families</b>	<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</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</p>

	<p>individual needs. These strategies include:</p> <ul style="list-style-type: none"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul>	<p>same time helping students who face mental health challenges and need counseling.</p>
<b>Students of color</b>	<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"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul>	<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>
<b>English learners</b>	<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"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul> <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>

	<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 &amp; Migrant Consortia. We receive effective professional development for ELL and Migrant students to assist in language proficiency.</p>	
<b>Children with disabilities</b>	<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"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul>	<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>
<b>Students experiencing homelessness</b>	<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"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul>	<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><b>Children in foster care</b></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"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul>	<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><b>Migratory students</b></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"> <li>• NWEA Assessments given three times each year to determine specific areas of learning loss.</li> <li>• Curriculum, technology, and software updates to provide a variety of strategies allowing teachers to reach students at different levels.</li> </ul> <p>The Deuel School District is a member of the South Dakota State-Wide Title III &amp; Migrant Consortia. We receive effective professional development for ELL and Migrant students to assist in language proficiency.</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>

*\*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
<b>Overview</b> The remaining allocation of \$486,243 will be used to fund necessary furniture and kitchen equipment for the school addition.	
<b>Academic Supports</b> NA	
<b>Educator Professional Development</b> NA	
<b>Interventions that Address Student Well-Being</b> NA	
<b>Strategies to Address Workforce Challenges</b> NA	
<b>Other Priorities Not Outlined Above</b> NA	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	

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
<b>Overview</b> 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.	

<b>Project #1</b>	
<b>Project #2</b> Food service program to allow distancing of staff, should the need arise that the district has to prepare and distribute meals to students in their homes.	
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>\$486,243</b>

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
<b>Overview</b> Essential student needs (student achievement and the health and well-being of all students and staff) are being met through ESSER III funds as well as 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
<b>Overview</b> 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.
<b>Missed Most In-Person</b> Summer School and after school programs.
<b>Did Not Participate in Remote Instruction</b> 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.
<b>At Risk for Dropping Out</b>



Credit recovery options.

**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><b>Overview, including the three highest priority needs that emerged from consultation</b>            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"> <li>• Safe return to in-person and high-quality instruction.</li> <li>• Return to school plans for 2020-2021 &amp; 2021-2022 school years with public input.</li> <li>• Social, emotional, and mental health of students and staff</li> <li>• Public input at school board meetings.</li> <li>• Communicating and updating parents, students, and other stakeholders as conditions change</li> </ul>
<p><b>Students</b>            The district examined NWEA MAPS Assessment Data and attendance.</p>
<p><b>Families</b>            Back to school fair            Parent-Teacher conferences            District survey to parents            Social Media/Website</p>
<p><b>School and district administrators (including special education administrators)</b>            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.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b>            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><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b>            NA</p>
<p><b>Civil rights organizations (including disability rights organizations), as applicable</b>            NA</p>
<p><b>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</b>            School Board Meetings            Communication with parents</p>
<p><b>The public</b>            Back to school fair            Parent-Teacher conferences</p>

School Board Meetings District survey to parents Social Media/Website
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### **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.