

**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: Tripp-Delmont School District 33-5	Total ARP ESSER Funding Available: Total--\$639,243 20% Set Aside--\$127,849 80% Other--\$511,394
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: 100% of funds will be budgeted
ARP ESSER School District Plan URL: https://tinyurl.com/bjrwv5vr	Amount Set Aside for Lost Instruction: \$127,849

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—The Tripp-Delmont School District will not be utilizing any ARP ESSER Funding for Prevention and Mitigation Strategies	
Equipment and/or Supplies NA	NA
Additional FTE NA	NA
Other Priorities Not Outlined Above NA	NA
Total Approximate Budget for Mitigation Strategies	\$0.00

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>The Tripp-Delmont School District remained open for face-to-face instruction starting in August 2020 and stayed open through May 2021. It is important for our district to recognize that the school closures in March 2020-May 2020 also had a negative impact on student learning through the engagement of synchronous and asynchronous learning online. This past school year, the biggest challenge schools faced was due to absences for students who were subject to quarantine or isolation. In looking at our data, we have identified the students who are not at grade level in the areas of reading and math specifically through the analysis of school based and statewide assessments. The district will bring on a new Superintendent/HS Principal and PK-8 Principal to lead efforts with school staff in the 2021-2022 school year to address the learning loss of students and develop multiple research-based strategies to address the learning loss of our students.</p> <p>Our school district’s primary focus for our PK-12 students will focus on research-based interventions through the Multi-Tiered Systems of Supports (MTSS) program in looking at both academic and behavioral components in Tier 1, Tier 2, and Tier 3. Our plan is to focus on strengthening our Tier 1 program in 2021-2022 and utilizing our Title I program to dive further into Tier 2 interventions that students need using data to drive instruction, academic supplements to engage students in practice, Tutor days every other Friday for academic enrichment, and professional development for staff. Our plan for the 20% set-aside will focus our attention on MTSS systematically as we look to grow and strengthen this program and provide our students the necessary time and financial resources to mitigate learning loss due to the COVID-19 pandemic.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>The following programs are being explored for implementation for MTSS:</p> <p>Academics</p> <p>Tier 1—RTI</p> <ul style="list-style-type: none"> • Acadience program for K-8 to screen students for Tier 2 interventions • Smarter Balanced data and interim assessments for data collection and review • Grades 7-8 Life Skills Class taught by Counselor (Required) • 9-12 Post-Secondary preparation • K-12 Google Classroom Training • Phonics program implementation—TBD • Academic Intervention Programs <ul style="list-style-type: none"> ○ IXL (Reading, Math, Science, Social Studies) ○ Dreambox Learning 	<p>\$60,850</p>

<p>Tier 2—RTI</p> <ul style="list-style-type: none"> • Acadience program for K-8 to further assess student needs <ul style="list-style-type: none"> ○ Acadience Reading K-6 Assessment Manual ○ Acadience Reading Benchmark Goals • Tutor Days for K-12 scheduled every other Friday in district calendar <ul style="list-style-type: none"> ○ 1 on 1 or small group academic help for students with their certified teacher • Title I Instructor delivery of Tier 2 assessments for K-8 to maintain level of fidelity with highly-qualified teacher • Reading recovery and reinforcement • Edgenuity for Credit Recovery <p>Tier 3—RTI</p> <ul style="list-style-type: none"> • Continue efforts in Tier 2 and intensify interventions, progress monitoring, and extra-time working on skill deficits and learning loss 	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p>The school district currently supports after-school tutor days ever other Friday. We will also consider whether or not summer school learning and supports will be needed at the conclusion of this school year. Currently we do not operate a summer school program, but will look to provide interventions and supports as needed, with a focus on Tier 2 and Tier 3 students for grade K-8 and Credit Recovery for students in Grades 9-12.</p>	\$40,000
<p>Equipment and/or Supplies</p> <p>The school district will purchase supplies to support all costs related to addressing learning loss that students would need for interventions and day to day engagement of students in Tier 2 and Tier 3 activities. Primarily, this supply budget will be used for Tutor Days and Summer School, which are beyond the expected costs during the normal school year.</p> <p>The school district will also need to purchase 30 additional Chromebooks to make sure all students have a computer for interventions during the school day.</p>	\$27,000
<p>Additional FTE</p> <p>The school district does not intend to hire additional staffing</p>	\$0.00
<p>Other Priorities Not Outlined Above</p> <p>NA</p>	NA
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	\$127,850

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 Tripp-Delmont School District will use funds to implement evidence-based strategies to meet the academic needs of all PK-12 students through the implementation of MTSS in grades K-12 focusing on strengthening our core curriculum, implementing staff development programs, engaging in data collection and review of data, providing intervention and supplemental instruction and programs, tutor days, and preparation for life beyond our school district. We will also provide our students additional learning time including after-school and summer programming to best meet the needs of our students and their learning loss during the COVID-19 pandemic.	The Tripp-Delmont School District will use funds to implement evidence-based strategies to meet students' social, emotional, mental health and academic needs through teachers, mentors, and counselors, implementing programs to reduce student anxiety, curriculum development pertaining to social-emotional learning, securing professional speakers for student engagement and implementing staff development programs centered around improving students' social, emotional, mental health and academic needs.
Students from Low-Income Families	The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all low-income students, by considering the unique needs of this population of students with the understanding that low-income families often start school behind their peers and that often this population may need elevated interventions and supports to achieve alongside peers from more affluent families.	The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all low-income students, by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that low-income families may have children with higher level of Adverse Childhood Experiences (ACEs) and may require more counseling and support from adults and students in the school setting.

<p>Students of Color</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all students of color by considering the unique needs of this population of students with the understanding that students of color can experience racism, discrimination, bullying, and verbal aggressions in school that can significantly impact their education and create challenges in school. These challenges sometimes leave them performing academically behind their peers and that often this population may need elevated interventions and supports to achieve alongside peers from households who have not experienced these challenges.</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic for all students of color by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that students of color may have higher level of Adverse Childhood Experiences (ACEs) and may require more counseling and support from adults and students in the school setting.</p>
<p>English Learners</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all English-Learner students, by considering the unique needs of this population of students with the understanding that English-Learners often start school behind their peers due to language barriers that create challenges for these students and that often this population may need elevated interventions and supports to achieve alongside peers from English speaking families.</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic for all English Learners by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that English Learners may have require greater patience with communication and face struggles academically that require more counseling and support from adults and students in the school setting.</p>
<p>Children with Disabilities</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Children with Disabilities, by considering the unique needs of this population of students with the understanding that Children with Disabilities often face unique challenges depending on the level and severity of their disability and often this population may require the need of an IEP developed by a team including school staff, parents, and the student to determine what elevated interventions and supports are needed for them to achieve alongside peers who are not identified with any disabilities.</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic for all Children with Disabilities by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that Children with Disabilities may have require greater increased interventions, counseling supports, and if needed plans written into IEP's to support individual needs of these students on a case by case basis.</p>

<p>Students Experiencing Homelessness</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Students Experiencing Homelessness, by considering the unique needs of this population of students with the understanding that Students Experiencing Homelessness often start school behind their peers and that often this population may need elevated interventions and supports to achieve alongside peers from more affluent families.</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Students Experiencing Homelessness, by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that Students Experiencing Homelessness may have children with higher level of Adverse Childhood Experiences (ACEs) and may require more counseling and support from adults and students in the school setting.</p>
<p>Children in Foster Care</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Children in Foster Care, by considering the unique needs of this population of students with the understanding that Children in Foster Care often start school behind their peers and that often this population may need elevated interventions and supports to achieve alongside peers from more affluent families.</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Children in Foster Care, by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that Children in Foster Care may have children with higher level of Adverse Childhood Experiences (ACEs) and may require more counseling and support from adults and students in the school setting.</p>
<p>Migratory Students</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Migratory students, by considering the unique needs of this population of students with the understanding that Migratory Students often are behind their peers due to academic changes and transitions from school to school and that often this population may need elevated interventions and supports to achieve alongside peers from families who may stay in one school their entire school career.</p>	<p>The Tripp-Delmont School District will use funds to address the impact of the COVID-19 pandemic on all Migratory Students, by considering the unique needs of this population in regard to social-emotional supports that may be needed with the understanding that Migratory Students may have higher levels of Adverse Childhood Experiences (ACEs) and may require more counseling and support from adults and students in the school setting.</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 The district will pursue the following activities as it relates to ARP ESSER allowed activities including professional development, student well-being programs, and addressing workforce challenges.</p>	
<p>Academic Supports NA</p>	<p>NA</p>
<p>Educator Professional Development</p> <ul style="list-style-type: none"> • Professional Development for K-6 Teachers on Wonders Curriculum • Professional Development for K-8 Teachers on Go Math Curriculum • Professional Development for K-12 Staff on Charlotte Danielson Framework for Teaching • Professional Development on Classroom Management • Additional activities related to MTSS and academic achievement 	<p>\$11,000</p>
<p>Interventions that Address Student Well-Being Behavior</p> <p>Tier 1 PBIS</p> <ul style="list-style-type: none"> • K-6 Grade implementation of Caring School Community curriculum • 7-12 Grade implementation of Lions Quest curriculum • Implementation of Networks of Support program in grades 7-12 • Student mentoring and partnership with Networks of Support • Second Step Elementary & Middle School Digital Programs • Non-Verbal training for students with autism for K-6 staff • Julia Cook Book Series (Counseling) • Teacher Pay Teacher Counseling Resources (Individual/Group) <p>Tier 2—PBIS</p> <ul style="list-style-type: none"> • Training of staff and use of Functional Behavior Assessments (FBA) • Review and address alternatives to suspension • Behavior Contracts • Check-In/Check-Out (CICO) • Intensified Counseling supports and individual sessions <p>Tier 3—PBIS</p> <ul style="list-style-type: none"> • Training of staff and use of Functional Behavior Assessments (FBA) • Intensified Counseling supports and individual sessions <p>Referral to outside counseling agencies and supports as needed</p>	<p>\$25,000</p>

<p>Strategies to Address Workforce Challenges</p> <ul style="list-style-type: none"> • Teacher and Staff retention bonuses to address a statewide teacher shortage and to ensure that professional development provided to staff can be used to strengthen and support our students long-term. Our small district often will only have one applicant for any job and positions are hard to fill <ul style="list-style-type: none"> ○ \$1000/Certified Staff per year for 3-years (\$103,500) <ul style="list-style-type: none"> ▪ 23 certified staff ○ \$500/Classified Staff per year for 3-years (\$51,000) <ul style="list-style-type: none"> ▪ 17 classified staff 	<p>\$95,400</p>
<p>Other Priorities Not Outlined Above Add three (3) Smartboards to classrooms to deliver content from online curriculum in classroom settings</p>	<p>\$10,000</p>
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	<p>\$226,000</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
<p>Overview The school-district is looking to replace its boiler that is over 70 years old to increase the air quality in the school as well as provide more energy efficient means of delivering heat to classrooms in our northern climate area where heat demand far exceeds the need for cooling during school months.</p>	
<p>Project #1 Replacement of school district boiler for heating. Project will meet all federal requirements for bidding. The district plans to use Sourcewell for it’s bid process and plans to hire a contractor to determine what will be needed to complete the project. The district plans to use a combination of ESSER II and ARP ESSER III funds for the project. The project is estimated to cost around \$600,000. We will use \$230,000 from ESSER II funds to cover the rest of the cost of the project.</p>	<p>\$369,993</p>
<p>Project #2 NA</p>	<p>NA</p>
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	
<p>\$369,993</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</p> <p>The Tripp-Delmont School District operates an annual budget of about 2.6 million dollars. Of those dollars, about 2 million is already dedicated to teacher salaries and benefits. The district has not increased or decreased staff for the 2021-2022 school year. The only major change the district has seen is going from a shared Superintendent with Armour School District to a full-time position.</p> <p>Remaining funds to support emerging stronger post-pandemic will come from expenditures from the remainder of General Fund and Capital Outlay funds that the district has at its discretion beyond what is already allocated for salaries and benefits for staff, with no increase.</p>	<p>\$600,000</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
<p>Overview</p> <p>Students who missed in person instruction/were at risk of dropping out/or who did not perform well under the distance learning situation will meet in a team setting with the administration, teachers, counselors, and other staff to develop a learning intervention plan to determine how the student can best be supported in consideration of their situation. No one student or situation will be the same, and just like developing an IEP is done in a team setting, the district feels a similar approach should be followed.</p> <p>While our data shows that the vast majority of students were able to successfully continue their education during the pandemic, either virtually or face-to-face, we realize that we may have students who will require supports for their academics, social-emotional development, and other areas of need. Tripp-Delmont School District will provided many learning platforms to assist its students and will utilize Tutor Days as needed to support students in their learning goals.</p>

In the school year 2020-2021, Tripp-Delmont School District did not close due to COVID-19. and while some individuals were absent for quarantine/close contact/illness purposes at various times during the school year, learning for all students continued. The district continued to deliver classes via technology including Google Classroom and Zoom lessons among other related technologies to deliver a robust and high-quality education to students. Students were also able to contact instructors in various methods chosen—email, phone, personal conversation, before school, after school, evenings/weekends.

Missed Most In-Person

Students were invited to Tutor Days in the 2020-2021 school year to assist students who missed many in-person classes to support them academically, socially, and emotionally due to absences related to COVID-19 since March 2020 when the pandemic began. Other times can be arranged with teachers to come before or after school to get additional help as needed.

Did Not Participate in Remote Instruction

Students were invited to Tutor Days in the 2020-2021 school year to assist students who did not participate in remote instruction to support them academically, socially, and emotionally due to absences related to COVID-19 since March 2020 when the pandemic began. Other times can be arranged with teachers to come before or after school to get additional help as needed.

At Risk for Dropping Out

Students were invited to Tutor Days in the 2020-2021 school year to assist students who did not participate in remote instruction to support them academically, socially, and emotionally due to absences related to COVID-19 since March 2020 when the pandemic began. Other times can be arranged with teachers to come before or after school to get additional help as needed.

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 three highest-priority needs of the district that came from consultation are:</p> <ol style="list-style-type: none">1. Parents and students have expressed to the greatest extent possible to be in school with the highest degree of normalcy possible and only use mitigation when rising cases necessitate a need2. The school board has taken a position of “highly-recommend” versus require for most CDC recommendations3. The need for a more robust and detailed district-plan was required to meet the requirement of ARP ESSER III funds
<p>Students</p> <p>Feedback from students will be gathered in multiple ways including face-to-face meetings, surveys, informal conversations, and the opportunity to speak at school board meetings during open forum prior to the adoption of any district plan.</p>
<p>Families</p> <p>Feedback from families will be gathered in multiple ways including face-to-face meetings, surveys, informal conversations, and the opportunity to speak at school board meetings during open forum prior to the adoption of any district plan.</p>
<p>School and district administrators (including special education administrators)</p> <p>Feedback from district administrators will be gathered in multiple ways including face-to-face meetings, surveys, informal conversations, and the opportunity to speak at school board meetings during open forum prior to the adoption of any district plan.</p> <p>School district administration will also be instrumental in leading efforts to gather feedback from school staff, students, families, and the community to bring to the school board as needed.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Feedback from teachers, principals, and school leaders, and other staff will be gathered in multiple ways including face-to-face meetings, surveys, informal conversations, and the opportunity to speak at school board meetings during open forum prior to the adoption of any district plan.</p> <p>School district teachers, school leaders, and other staff will also be instrumental in assisting administration in efforts to gather feedback from school staff, students, families, and the community to bring to the school board as needed.</p>

<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>This section is not applicable to the Tripp-Delmont School District. However, the district will be open to hearing the concerns of our schools with tribal affiliations and do what we can to support their needs moving forward, especially as it pertains to COVID-19 mitigation and attendance at our facilities.</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>Tripp-Delmont School District will work appropriately with all civil rights and disability rights organizations as needed to hear the needs and desires of those subgroups and work in collaboration to seek mutual resolution on issues between the district and their organization.</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>Tripp-Delmont School District will work appropriately with all stakeholder organizations as needed to hear the needs and desires of those subgroups and work in collaboration to seek mutual resolution on issues between the district and their organization.</p>
<p>The public</p> <p>Tripp-Delmont School District will work appropriately with the public and surrounding community as needed to hear the needs and desires of those subgroups and work in collaboration to seek mutual resolution on issues between the district and their organization.</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.