

**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> Rapid City Area Schools 51-4	<b>Total ARP ESSER Funding Available:</b> \$40,129,744
<b>Date of School Board Plan Approval:</b> 8/9/2021	<b>Budgeted to Date:</b> \$40,129,744
<b>ARP ESSER School District Plan URL:</b> <a href="#">Ready. Set. Start. – Back to School Plan – Rapid City Area Schools (rcas.org)</a>	<b>Amount Set Aside for Lost Instructional Time:</b> Required 20% Set Aside is \$8,025,949 Actual Set Aside amount is \$10,233,215

## Prevention and Mitigation Strategies

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

Narrative	Approximate Budget
<p><b>Overview</b> The District invested a significant portion of its CARES ESSER I fund into prevention and mitigation strategies, such as: PPE, plexiglass barriers, masks/face shields, additional cleaning products, and additional nursing areas and still has adequate supplies in these areas. The District feels that additional investments in these areas are not necessary at this time.</p>	
<p><b>Equipment and/or Supplies</b> N/A</p>	N/A
<p><b>Additional FTE</b> N/A</p>	N/A
<p><b>Other Priorities Not Outlined Above</b> N/A</p>	N/A
<p><b>Total Approximate Budget for Mitigation Strategies</b></p>	\$0

## 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><b>Overview</b> The Rapid City Area School District during the 2020-2021 school year offered in person and virtual learning experiences for all students. The 2021-2022 school year will continue to maintain in-person learning for majority of the students. The District will offer virtual learning for those students that qualify. The focus of the ESSER funds will be to provide high quality interventions for students that align to evidence-based instructional practices and resources. The focus will be closing the academic gaps that were widened during the global pandemic of COVID-19 creating learning loss for our students.</p>	

#### Assessments:

We will be using funds to provide specific evidence-based strategies and interventions for all students. Strategies will address learning loss that include academic, social and emotional needs. Student assessments will include the following: Acadience Math K-2 Universal Screener, NWEA Map Growth 3-8 (Math, Reading, ELA, and Science), NWEA Map Accelerator for Math 3-8, ACT Prep and ACT 9-12. These assessments will provide RCAS educators the information necessary to identify the instructional needs of students and accurately progress monitor and assess learning.

#### Opportunities for Extended Learning (Credit Recovery and Summer School):

RCAS will expand the Credit Recovery Program to help students who struggled and experienced learning loss during and after COVID-19. Credit Recovery is an evidence-based strategy that encourages at-risk students to re-take a previously failed course. Credit Recovery courses will be offered, allowing students to earn credits successfully toward high school graduation requirements. In addition, RCAS will provide summer school at all levels providing students the opportunity to stay engaged and focused. High School students will be able to retake courses to avoid being credit deficient towards high school graduation requirements. Elementary and Middle School students can work on foundational skills in ELA, reading and math during summer school. These opportunities will not only close the gap but will also rekindle interest in learning, increase motivation and self-esteem for individual students. The funds will also assist staff compensation (including benefits/insurance) as well as paying for curriculum/resources for students to utilize during summer school.

#### YMCA Kidstop After School Program –

The YMCA afterschool program at South Park Elementary and Horace Mann Elementary will provide a variety of services to ensure elementary and middle school students at these sites have access to significant learning opportunities that contribute to increased academic and personal growth, as well as encouraging greater family involvement. These interventions will assist those students that have experienced learning loss as a result of the COVID-19 pandemic. The YMCA Kidstop provides daily, weekly and monthly lesson plans that are based on peer-reviewed and proven practices that help children grow academically, personally, and social-emotionally. Students attending will have daily opportunities to seek tutoring support, participate in STEAM projects, engage in literacy challenges and build an important and caring community around them as they grow. Through partnerships, students and their families will be exposed to resume building workshops, financial literacy courses, cooking classes, drug prevention sessions and other identified interventions needed for the students that participate.

#### Equipment and Supplies:

1. Computer Refresh - RCAS will purchase new technology (devices, laptop bags and vertical vaults) for K-8, as K-8 students had to use an outdated technology passed down from the high school level last year, which we believe led to additional learning loss with so many students out with COVID, quarantine, etc. due to technology that didn't function properly or was too outdated to work with our online curriculum resources, etc. It truly presented a barrier to learning for so many students. Although new technology isn't evidence-based in the strict sense, RCAS believe that it would fit the spirit of evidence-based in that students must have functioning technology to adequately learn in an online environment. This technology helps interrupt learning loss by allowing students access even when they are unable to attend school in person (such as quarantine). Additionally, access to computers on a one-to-one basis

allows us to easily administer our NWEA MAP testing and teacher-created formative assessments. Computers allow us to use adaptive instructional materials for intervention and to remediate learning loss (such as MAP Accelerate) while also allowing for in-depth progress monitoring student growth.

Our instructional staff will receive laptops as part of the acquisition of student machines for the purposes of creating and posting instructional content to the learner management system, creating and monitoring formative assessments, monitoring and reporting on other assessments (such as NWEA MAP and PreACT).

2. Supplies and materials to support the Lakota Immersion Pilot.

Additional FTE:

Additional temporary FTE will be hired to assist in high need areas addressing learning loss and social emotional learning for students.

1. Credit Recovery teachers to focus on assisting student in making progress towards high school graduation.
2. Student Success Facilitators at the Elementary level to assist in assessing student needs, communicating with families, and developing student centered support plans to ensure academic success.
3. Counselors and Social workers will provide opportunities for students to participate in activities and workshops that improve self-awareness, self-management, social awareness, relationship skills, suicide prevention and responsible decision making as part of our SEL curriculum resources. Social emotional interventions will be utilized to consider all of the potential effects of trauma that have impacted students because of possible family loss, isolation, limited access to mental health professionals and emotional/physical abuse. In addition, these staff members will build and support partnerships with families and the community by strengthening relationships through the facilitation of SEL training either onsite or virtually.
4. Virtual Learning Teachers to provide ongoing academic support to students not attending school in-person due to COVID-19.
5. Lakota Immersion Pilot – RCAS serves the highest population of Native students state-wide, the Lakota Immersion Pilot Initiative addresses the academic impact of lost instructional time for students, by increasing the number of teachers delivering relevant, evidence-based curriculum and instruction shown to increase student engagement and retention. Historic trend data evidences the disparities in learning and increase in learning loss during COVID due to quarantine, population at higher-risk, and limited connectivity.
6. Health Assistants – Due to COVID-19, School health assistants work in preventing the spread of the virus. They communicate with families and provide information and training regarding COVID-19.
7. Data analyst to assist in the progression and measurement of data collected within the district from the various assessment tools.

<b>Other Priorities Not Outlined Above:</b>	
<ol style="list-style-type: none"> <li>1. Comprehensive Needs Assessment (CNA) - RCAS will also contract with International Center for Leadership in Education (ICLE) to conduct a district wide CNA for all 23 schools in the district. The CNA will identify areas of growth, determine the instructional needs of each school and provide a focus in order to improve student achievement as well as addressing learning loss within the district to help guide the work for the next 5-year Strategic Plan of the district.</li> <li>2. Indirect Costs</li> </ol>	
<b>BUDGET IMPLICATIONS:</b>	
<b>Specific Evidence-Based Interventions (e.g., curriculum, assessments)</b> RCAS will focus on providing quality interventions for students that align to evidence based instructional practices and materials. We will focus on providing support in ELA, reading and math for all students both in and out of the school environment to close the achievement gap due to loss of learning (COVID-19). Assessments will be utilized to accelerate learning and reengage students through progress monitoring. Each assessment tool includes progress monitoring to track growth for each student. In addition, these progress monitoring tools help teachers to provide high quality instruction based on students' areas of need. <ul style="list-style-type: none"> <li>• Acadience Math K-2 Universal Screener</li> <li>• NWEA Map Growth 3-8 for Math, Reading, ELA and Science (5 years)</li> <li>• NWEA Map Accelerator 3-8 for Math (3 years)</li> <li>• Pre-ACT and ACT 9-12 (3 years)</li> </ul>	\$616,400
<b>Opportunities for Extended Learning (e.g., summer school, afterschool)</b> Credit Recovery at the High School Summer School (2022 & 2023) Grades K-12  YMCA Kidstop After School Program	\$0  \$167,000
<b>Equipment and/or Supplies</b> <u>Computer Refresh</u> – equipment to include desktops, charging carts, Chromebooks (K-8), staff laptops  Supplies: Laptop bags, Vertical Vaults and grant asset tags and misc.  Supplies and Materials for Lakota Immersion Program	\$5,834,575  \$47,650  \$90,000
<b>Temporary 3-Year Additional FTE including salaries and benefits for the following staff:</b> Credit Recovery Teachers (3 FTE) Student Success Facilitators (2 FTE) Counselors (2 FTE), Social workers (2FTE) Virtual Learning Teachers (2 FTE) Lakota Immersion Teachers (2 FTE) and Clerical Classroom Assistant (1 FTE) Nurse (1) and Health Assistants (11 FTE) Data Analyst (1 FTE)	\$3,092,590

<b>Other Priorities Not Outlined Above</b>	
<u>Comprehensive Needs Assessment for all 23 schools (ICLE)</u>	\$285,000
Indirect Costs	\$100,000
<b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>	<b>\$10,233,215</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. \*

The Rapid City Area School District will evaluate the evidence-based interventions on an on-going basis through assessments, observations, state assessment results, as well as feedback collected from staff, students and parents via surveys, etc.

<b>Population</b>	<b>Academic</b>	<b>Social, Emotional, and Mental Health</b>
<b>All students</b>	<p>Many of RCAS students fall into one or more of the subgroups outlined below. Therefore, all interventions outlined in Question 2 address the learning loss for each of the subgroups and appropriate levels (Elementary, Middle and High School). All the academic interventions will be available to all students and subgroups.</p> <p><b>Elementary:</b> Academic needs of students that have been impacted by absences, learning loss and the interruption of the educational setting during the COVID-19 pandemic will be met through the following interventions:</p> <ul style="list-style-type: none"> <li>• Progress monitoring using District-wide Assessments (Acadience/NWEA MAP).</li> <li>• Comprehensive Needs Assessment to address the individual needs of each school.</li> <li>• Laptop/case provided to every elementary student</li> </ul>	<p>Due to the large number of students that were affected socially and emotionally by the COVID-19 pandemic; all social, emotional and mental health strategies will be available to <u>all students</u>.</p> <ul style="list-style-type: none"> <li>• Health Assistants provided to meet the COVID-19 needs and other emergent medical needs.</li> <li>• Expansion of Social Workers and Counselors in identified schools to serve at-risk students.</li> <li>• All staff trained on signs of suicide and ACEs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Intervention Materials (Mathematics) through NWEA Map Accelerator.</li> <li>• MTSS/RTI team will identify specific supports for students who are struggling in the areas of Math/ELA/Reading and behavior. The goal is to provide intervention to students to close the gap and achieve at grade level standards. This framework/intervention helps teachers provide academic and SEL/Behavioral strategies for students with various needs.</li> <li>• Summer School for identified K-5 students.</li> <li>• Purchase of LMS (Google classroom) for all elementary school students to provide for blended/differentiated instruction.</li> <li>• Virtual School for those students that qualify.</li> <li>• Lakota Language Immersion Pilot (Elementary only).</li> <li>• Data Analyst – assist school staff with data collection and interpretation.</li> <li>• All families have access to school resources via the LMS and Skyward Family Access.</li> </ul> <p><b>Middle School:</b> Academic needs of students that have been impacted by absences, learning loss and the interruption of the educational setting during the COVID-19 pandemic will be met through the following interventions:</p> <ul style="list-style-type: none"> <li>• Progress monitoring using District-wide Assessments (NWEA MAP).</li> </ul>	<ul style="list-style-type: none"> <li>• Additional elementary staff to support Social Emotional Learning, K-5.</li> <li>• Implementation of Sanford SEL Curriculum for students K-8.</li> <li>• Implementation of Conscious Discipline which is an evidence-based, trauma-informed approach. All instructional staff will complete training.</li> <li>• Breakfast and lunch at no cost to students.</li> <li>• Student Success Facilitators at two identified elementary schools to serve at-risk students.</li> </ul> <ul style="list-style-type: none"> <li>• Health Assistants provided in every school to meet the COVID-19 needs and other emergent medical needs.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment to address the individual needs of each school.</li> <li>• Laptop/case provided to every middle school student.</li> <li>• Student Intervention Materials (Mathematics) through NWEA Map Accelerator.</li> <li>• MTSS/RTI team will identify specific supports for students who are struggling in the areas of Math/ELA/Reading and behavior. The goal is to provide intervention to students to close the gap and achieve at grade level standards. This framework/intervention helps teachers provide academic and SEL/Behavioral strategies for students with various needs.</li> <li>• Summer School for identified 6-8 students.</li> <li>• Purchase of LMS (Google classroom) for all middle school students to provide for blended/differentiated instruction. One MS utilizes Canvas as their LMS.</li> <li>• Virtual School (Black Hills Online Academy) for those students that qualify.</li> <li>• Data Analyst – assist school staff with data collection and interpretation.</li> <li>• All families have access to school resources via the LMS and Skyward Family Access.</li> </ul> <p><b>High School:</b> Academic needs of students that have been impacted by absences, learning loss and the interruption of the educational setting during the COVID-19</p>	<ul style="list-style-type: none"> <li>• Expansion of Social Workers and Counselors in identified schools to serve at-risk students.</li> <li>• Implementation of Second Step SEL Curriculum for students 6-8.</li> <li>• Implementation of Conscious Discipline which is an evidence-based, trauma-informed approach. All instructional staff will complete training</li> <li>• All staff trained on signs of suicide and ACEs.</li> <li>• Breakfast and lunch at no cost to students.</li> </ul>
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	<p>pandemic will be met through the following interventions:</p> <ul style="list-style-type: none"> <li>• Progress monitoring using District-wide Assessments (PreACT and ACT 9-12).</li> <li>• Comprehensive Needs Assessment to address the individual needs of each school.</li> <li>• Laptop/case provided to every high school student.</li> <li>• MTSS/RTI team will identify specific supports for students who are struggling in the areas of Math/ELA/Reading and behavior. The goal is to provide intervention to students to close the gap and achieve at grade level standards. This framework/intervention helps teachers provide academic and SEL/Behavioral strategies for students with various needs.</li> <li>• Credit Recovery and Summer School is provided for credit deficient students to assist in progress toward High School graduation.</li> <li>• Purchase of LMS (Canvas) for all High School students to provide for blended/differentiated instruction.</li> <li>• Virtual School pilot for 50 high school students.</li> <li>• Data Analyst – assist school staff with data collection and interpretation.</li> <li>• All families have access to school resources via the LMS and Skyward Family Access.</li> </ul>	<ul style="list-style-type: none"> <li>• Health Assistants provided in every school to meet the COVID-19 needs and other emergent medical needs.</li> <li>• Additional Social Workers and Counselors will serve at-risk students. They will provide care to our high-risk students with a focus on trauma informed strategies.</li> <li>• All staff trained on signs of suicide and ACEs.</li> <li>• Student Success Facilitator to assist in assessing student needs, communicating with families, and developing student centered support plans to ensure academic success.</li> <li>• Breakfast and lunch at no cost to students.</li> </ul>
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<p><b>Students from low-income families</b></p>	<p>Students from low-income families were impacted directly by the interruption of their educational setting during the COVID-19.</p> <p>Interventions and supports in the areas of reading and math were not provided as in a regular school setting.</p> <p>Low-income students will benefit directly by all of the different assessment platforms and programming that RCAS will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities for COVID-19 vulnerable populations. All students will be able to have engaged learning opportunities with a structured and districtwide implemented LMS (Learning Management System). The LMS will create consistency for all students.</p> <p>In addition, the two pilot programs, virtual learning and Lakota immersion, will provide students enhanced learning environments that optimize students learning ability by creating spaces support and facilitate learning.</p>	<p>COVID-19 created both physical health and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our students from low-income backgrounds).</p> <p>Many low-income parents lost their employment or experienced reduced income during COVID-19 pandemic. This increased many negative dynamics for families creating hardships, depression and other stressors that impacted families. RCAS will hire additional Counselors and social workers that will assist in meeting the social and emotional needs of our students that are at high risk. Using the SEL curriculum at the elementary and middle school levels, staff will work with students and families in developing the coping strategies that are necessary to be successful in school.</p> <p>All students of low-income families will have the same opportunities for social, emotional, and mental health considerations that are available to all students.</p>
<p><b>Students of color</b></p>	<p>Students from various subgroups, such as students of color, will be affected directly by all of the different assessment and programming we will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities</p>	<p>COVID-19 created both physical health concerns and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our</p>

	<p>for COVID-19 vulnerable populations. All students will be able to have engaged learning opportunities and a structured and districtwide implemented LMS (Learning Management System) to create consistency for all students. Based on the 2021-2022 data, students of color, had significant achievement gaps when compared to previous years.</p> <p>Additional academic supports will be provided for students of color with a focus on specific remediation of skills and strategies to close the gap due to interruption of learning.</p> <p>In addition, the two pilot programs, virtual learning and Lakota immersion, will provide students enhanced learning environments that optimize students learning ability by creating spaces support and facilitate learning.</p>	<p>students from low-income backgrounds).</p> <p>Many Agencies have reported students of color are more likely in need of mental health services. The implementation of SEL curriculum at the Elementary and Middle Schools will provide counselors and social workers the tools necessary to meet the individual social and emotional needs of students of color.</p> <p>Conscious Discipline training for teachers, counselors and social workers has provided the skill level needed to serve our marginalized populations such as students of color.</p> <p>All students of color will have the same opportunities for social, emotional, and mental health considerations that are available to all students.</p>
<p><b>English learners</b></p>	<p>Students from various subgroups, such as English Language Learners, will be affected directly by all of the different assessment and programming we will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities for COVID vulnerable populations. All students will have engaged learning opportunities and a structured and districtwide implemented LMS (Learning Management System) to create consistency for all students.</p> <p>English Learners were highly impacted when instruction moved to</p>	<p>COVID-19 created both physical health concerns and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our English Language Learners).</p> <p>The COVID-19 pandemic increased the challenges of communication between English Learner students, family and the school. Many stressors were the result of this gap between home and school. Counselors and social workers are trained to work with high-risk</p>

	<p>distance learning due to a variety of factors that include lack of internet access, direct language services and interpretation services. The lack of in-person services during the COVID-19 pandemic increased the need for English Learners to receive targeted services.</p> <p>ELL students will have the opportunity to attend the Summer School Extension. This extension of the school year will be a four-week K-12, English Language summer school to extend learning in the areas of language acquisition through classroom instruction and experiential trips. In addition, an English Language Parent University will be available to parents. Parents will assist in the creation of a website to help immigrant families navigate RCAS and the community. RCAS will host family nights. This opportunity will assist in the dissemination of information and training for families.</p> <p>English Learners will have the possibility to engage in enhanced virtual learning opportunities and learn through culturally responsive teaching through the OSEU standards.</p>	<p>students (Crisis Training) with a focus on trauma informed interventions.</p> <p>All English learners will have the same opportunities for social, emotional, and mental health considerations that are available to all students.</p>
<p><b>Children with disabilities</b></p>	<p>Students from various subgroups, such as students with disabilities, will be affected directly by all of the different assessment and programming we will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities for COVID vulnerable populations. All students will be able to have engaged learning opportunities and a</p>	<p>COVID-19 created both physical health concerns and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our students with disabilities).</p> <p>Due to COVID-19 pandemic, children with disabilities may experience</p>

	<p>structured and districtwide implemented LMS (Learning Management System) to create consistency for all students.</p> <p>All identified Children with disabilities, (ages B-21), will have access to the interventions (extended summer school, summer school, credit recovery) in addition to any specialized instruction provided as indicated in each student’s Individual Education Plan.</p> <p>Children with disabilities will have the possibility to engage in enhanced virtual learning opportunities and learn through culturally responsive teaching through OSEU Standards</p>	<p>higher levels of anxiety, depression and other mental health issues. Professional development has been provided to instructional staff, administrators, counselors and social workers in the area Social Emotional Learning (SEL). Elementary and Middle School staff have received training on Conscious Discipline, which is an evidence-based, trauma-informed approach.</p> <p>Children with disabilities will have the same opportunities for social, emotional, and mental health considerations that are available to all students.</p>
<p><b>Students experiencing homelessness</b></p>	<p>Students from various subgroups, such as students who are experiencing homelessness, will be affected directly by all of the different assessment and programming we will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities for COVID vulnerable populations.</p> <p>All students will be able to have engaged learning opportunities and a structured and districtwide implemented LMS (Learning Management System) to create the ability of commonality and consistency for all students.</p> <p>Students experiencing homelessness will benefit from extended opportunities for learning which will include tutoring, summer school and credit recovery.</p>	<p>COVID-19 created both physical health concerns and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our students from homeless backgrounds).</p> <p>Homeless students are identified through the McKinney Vento program. Referrals to counselors and social workers is a step taken to help families with all resources the school and community have to offer.</p> <p>All students experiencing homelessness will have the same opportunities for social, emotional, and mental health considerations that are available to all students.</p>

	<p>RCAS will also provide mobile hotspots, if the need arises for McKinney Vento (Homeless) students. This will allow access to the students' LMS and other information needed to promote school success for the student and family.</p> <p>In addition, the two pilot programs, virtual learning and Lakota immersion, will provide students enhanced learning environments that optimize students learning ability by creating spaces support and facilitate learning.</p>	<p>RCAS will employ two additional social workers at identified schools to serve and connect with families.</p> <p>The McKinney Vento liaison makes regular check-ins with students, teachers, and families to monitor their health and wellbeing.</p>
<p><b>Children in foster care</b></p>	<p>Students from various subgroups, such as students in foster care, will be affected directly by all of the different assessment and programming we will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities for COVID vulnerable populations. All students will have engaged learning opportunities and a structured and districtwide implemented LMS (Learning Management System) to create consistency for all students.</p> <p>The COVID-19 pandemic may have increased stressors for children in foster care who have already shown to suffer from higher rates of mental health such as depression, anxiety, and other disorders. Many of these students have been identified as performing below grade level, and will be provided opportunities for additional classroom interventions, as well as summer school and credit recovery.</p>	<p>COVID-19 created both physical health concerns and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our students in foster care).</p> <p>Counselors and social workers are often the first contacts for students identified in foster care. The staff work to ensure students feel safe at school and are cared for emotionally, mentally, physically and socially.</p> <p>Due to COVID-19 pandemic, children in foster care may experience higher levels of anxiety, depression and other mental health issues. Professional development has been provided to instructional staff, administrators, counselors and social workers in the area Social Emotional Learning (SEL). Elementary and Middle School staff have received training on Conscious Discipline,</p>

	<p>In addition, the two pilot programs, virtual learning and Lakota immersion, will provide students enhanced learning environments that optimize students learning ability by creating spaces support and facilitate learning.</p>	<p>which is an evidence-based, trauma-informed approach.</p> <p>All students in foster care will have the same opportunities for social, emotional, and mental health considerations that are available for all students.</p>
<p><b>Migratory students</b></p>	<p>Students from various subgroups, such as migratory students, will be affected directly by all of the different assessment and programming we will be using such as a districtwide comprehensive needs assessment, student intervention materials, progress monitoring systems, summer school, and improved building and facilities to enhance instructional capabilities for COVID vulnerable populations. All students will have engaged learning opportunities and a structured and districtwide implemented LMS (Learning Management System) to create the ability of commonality and consistency for all students.</p> <p>The COVID-19 pandemic may have increased stressors for migratory families who have already shown to suffer from higher rates of mental health such as depression, anxiety, and other disorders. Many of these students have been identified as performing below grade level, and will be provided opportunities for additional classroom interventions, Summer School and credit recovery.</p> <p>In addition, the two pilot programs, virtual learning and Lakota immersion, will provide students enhanced learning environments that optimize students learning</p>	<p>COVID-19 created both physical health concerns and mental health concerns for our students. To better help students and the high need we have seen throughout the district, the use of funds will be to better equip students and schools with health professionals to meet the increasing needs of our students from all backgrounds (including our students from migratory backgrounds).</p> <p>Due to COVID-19 pandemic, migratory students may experience higher levels of anxiety, depression and other mental health issues. Professional development has been provided to instructional staff, administrators, counselors and social workers in the area Social Emotional Learning (SEL). Elementary and Middle School staff have received training on Conscious Discipline, which is an evidence-based, trauma-informed approach. Crisis training has been provided to all counselors and social workers to work with our high-risk students with a focus on trauma informed practices.</p> <p>All migratory students will have the same opportunities for social, emotional, and mental health considerations for all students.</p>

	ability by creating spaces support and facilitate learning.	
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*\*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**

3. 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><b>Overview</b>  <i>RCAS is committed to building tomorrow’s community through inspiration, innovation, and excellence! To ensure that our students are receiving high quality instruction while addressing learning loss, we will continue to set high expectations for students by providing an engaging, student-centered environment through the evidence-based interventions proposed in this plan. There are several interventions that will be in place to support students that have experienced learning loss. In addition, students social and emotional health is of the utmost importance. As identified through statewide assessments, the need for expanded summer school and providing it tuition free (for all students to have access to) is imperative. While summer school has been offered historically in Rapid City Area Schools, we were able to expand the offerings to students entering high school and provide summer school to all students at no cost.</i></p>	



<b>Academic Supports:</b> Summer School (tuition free) K-12	\$0
<b>Educator Professional Development</b> None – provided for with Title IIA	
<b>Interventions that Address Student Well-Being (Social, Emotional, and Mental Health)</b> See Investments Aligned with Student Needs	<b>See Academic Impact of Lost Instructional Time</b>
<b>Strategies to Address Workforce Challenges</b> N/A	
<b>Other Priorities Not Outlined Above</b> N/A	
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>See Academic Impact of Lost Instructional Time</b>

4. 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.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b> The District will pursue two projects that fall under this category; a renovation/rebuild of the South Middle School, and an HVAC upgrade project that will improve air quality at all 23 of the District’s buildings. The intent of these projects is to improve District air quality, capacity, and educational suitability in its school buildings.	
<b>Project #1 South Middle School Renovation/Rebuild</b>  This project consists of the construction of a 135,000 square feet, fully functional middle school. This facility will be located north of the existing school on the same site as the current South Middle School facility. The District has owned this land for many years.	<b>\$27,396,529</b>

<p>This facility will be built with many features that will allow the District to more effectively manage COVID and other viral outbreak issues in a way that is impossible in the current facility. These features will include: A main entrance with a screening area for visitors and staff that also has the capability for physical barriers if/when needed. Adequately designed spaces within the building to support social distancing and 21<sup>st</sup> century learning for students/staff which would include cafeteria, classroom/learning spaces, hallways/corridors, and other common areas. Maintenance friendly products will be used throughout the building for easier cleaning and maintenance to minimize surface spread of viruses, which would include flooring, wall surfaces, furniture and fixtures, student desks and worktables and other frequently touched surfaces. Energy efficient HVAC systems with upgraded filtration systems designed to exchange air within the conditioned space per ASHRAE and CDC standards. Expanded nurse areas to treat and isolate students in a safer environment to minimize the spread of viruses. Outdoor learning spaces that can be utilized for additional classroom space for social distancing needs.</p> <p>Because of the increased capacity of this new facility, the District will also be able to shift boundaries, freeing up space in other schools and helping them to more effectively distance staff and students and deal with COVID related issues.</p>	
<p><b>Project #2 HVAC Air Quality Improvement</b></p> <p>This project will install electronic air cleaning equipment within existing air handling equipment present in the schools to help reduce contaminants such as Volatile Organic Compounds (VOCs), mold, bacteria, and viruses including SARS-COV-2, which causes COVID-19. The RFQ will be open to multiple equipment vendors and technologies with the intent of utilizing the existing HVAC equipment fans as the driving motive force for the air cleaning. We also anticipate a requirement for some stand-alone air cleaning equipment in areas of facilities where no HVAC equipment is present. We estimate the total cost of this project at \$2.5 million dollars.</p>	<p><b>\$2,500,000</b></p>
<p><b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b></p>	<p><b>\$29,896,529</b></p>

- 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><b>Overview</b></p> <p>The District will use its full Learning Loss set aside and an additional <b>\$2,207,266</b> to address student needs and initiatives aimed at learning loss, for a total amount of funding aimed at student needs and initiatives of approximately <b>\$10,233,215</b>. The District feels confident that the programs and initiatives under the learning loss umbrella will address the needs of the students in emerging stronger post-pandemic.</p>	<p><b>Academic Impact of Lost Instructional Time</b></p>

### Engaging Students at Risk

6. 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.

<b>Narrative</b>
<p><b>Overview</b></p> <p>RCAS recognizes that the COVID-19 pandemic resulted in loss of instructional time, and additional social/emotional stressors. RCAS is committed to engaging students to help with those who have experienced learning loss. RCAS will utilize their existing funding (SPED, Title I, Title IV, Title II, Title VI) to maintain staffing, professional development, as well as supplies/misc. expenditures. The use of ESSER funding will allow us to provide both assessment, intervention, and wraparound supports academically and socially-emotionally to all students in our district. While we know that learning loss has occurred it is imperative to take a data driven approach using a districtwide comprehensive needs assessment, and then utilize progress monitoring tools such as Acadience, NWEA-MAP and ACT to monitor progress throughout the year and be able to meet each students' instructional needs. In addition, students who may continue to need extra academic support due to various situations can have the option of summer school and/or credit recovery if it is deemed fit for their situation. A variety of strategies and personnel were used to identify, reengage, and support students that have been impacted by learning loss. RCAS held in-person learning for the entire 2020-2021 school year. Distance learning option was offered to families that needed an off-site distance learning option. Summer school and credit recovery was made available to both onsite and distance learning students for the summer of 2021 at no charge to families. Summer school and credit recovery will be offered for the Summer of 2022 and 2023 at no charge.</p> <p>RCAS will continue to focus on providing high expectations, focused interventions and support in order to meet the learning needs of all students, especially those who have missed the most in-person instruction, participated inconsistently in remote instruction, or are at risk of dropping out of school.</p>
<p><b>Missed Most In-Person –</b></p> <p><u>Identification:</u> Students (K-12) in this category were identified through attendance monitoring and COVID-19 contact tracing/quarantine. Technological difficulties caused by aging equipment made it difficult for students to connect and stay current.</p> <p>RCAS will use assessments to identify students' areas of greatest needs for all students, no matter how much they were able to participate in school (either in-person or distance learning) during the 2020-2021 and 2021-2022 school years. Assessments will assist in determining the students that require evidence-based interventions. Results of assessments, teacher observations, and individual student conferences will assist in identifying those students requiring early intervention. All students will be offered additional learning</p>

experiences within the school day, after school and/or summer school. Credit recovery is offered to all high school students that are credit deficient.

Interventions and Supports:

Tutoring

Updated Technology

Summer School

Credit Recovery

Additional Social and Emotional Support – Counselors & Social Workers

Progress Monitoring Assessments – Acadience, NWEA MAP & ACT

**Did Not Participate in Remote Instruction –**

Identification: Students (K-12) in this category were identified through weekly engagement (attendance), truancy reports, COVID-19 contact tracing/quarantine, grades and progress in LMS. Technological difficulties caused by aging equipment made it difficult for students to connect and stay current.

RCAS will use assessments to identify students' areas of greatest needs for all students, no matter how much they were able to participate in school (either in-person or distance learning) during the 2020-2021 and 2021-2022 school years. Assessments will assist in determining the students that require evidence-based interventions. Results of assessments, teacher observations, and individual student conferences will assist in identifying those students requiring early intervention. All students will be offered additional learning experiences within the school day, after school and/or summer school. Credit recovery is offered to all high school students that are credit deficient.

Interventions and Supports:

Summer School

Updated Technology

Credit Recovery

Additional Social and Emotional Support – Counselors & Social Workers

Progress Monitoring Assessments – NWEA MAP & ACT

**At Risk for Dropping Out –**

Identification: Students (K-12) in this category were identified through weekly engagement (attendance), truancy reports, COVID-19 contact tracing/quarantine, grades and progress in LMS. Technological difficulties caused by aging equipment made it difficult for students to connect and stay current.

Students at risk of dropping out or in need of credit recovery will be able to take advantage of classes either built in the school year or enroll in summer school to work towards successful completion of credit deficient classes. These students will be identified through attendance and grade (credit)reports. Through collaboration with school social workers, and counselors, RCAS will provide appropriate services for these at-risk students. Counselors will track at-risk student progress towards credit attainment and provide students with options for completing their credits for high school graduation. School counselors and social workers will provide students and families support to engage their children academically, socially and mentally to prevent dropping out.

Interventions and Supports:

Summer School

Updated Technology Credit Recovery Additional Social and Emotional Support – Counselors & Social Workers Progress Monitoring Assessments – NWEA MAP & ACT
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**Stakeholder Consultation**

7. 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>            The district has engaged deeply, beginning in April 2021 with internal and external stakeholders in meaningful consultation about our planned use of ARP ESSER funds.</p> <p>After discussion and feedback, the following highest priorities emerged:</p> <ol style="list-style-type: none"> <li>1. Investing funds strategically for long-term, maximum impact by addressing our most urgent facilities’ needs to include a replacement for a middle school and air quality improvements in all schools</li> <li>2. Providing additional supports/services to students in the following areas:               <ul style="list-style-type: none"> <li>• Students who suffered the greatest learning loss due to lost instructional time and/or disengagement</li> <li>• Students’ physical, social-emotional, and mental health needs</li> </ul> </li> <li>3. Upgrading technology in order to access the latest, most up to date classroom digital materials, improve remote learning capability, and have more reliable equipment in the hands of students</li> </ol>
<p><b>Students</b>            The Superintendent has met and will continue to meet with her Student Voice Forum group, comprised of students from the district’s secondary schools, held every other month.</p>
<p><b>Families</b>            The district has engaged with families in several ways, which will continue in the 21-22 school year:</p> <ul style="list-style-type: none"> <li>• Superintendent’s Parent Advisory Council</li> <li>• Superintendent’s Community Advisory Council</li> <li>• Title VI Indian Education PAC meetings</li> <li>• Indigenous Education Task Force</li> <li>• Monthly newsletter to families</li> <li>• Special communications to families</li> <li>• Board of Education Meetings</li> </ul>
<p><b>School and district administrators (including special education administrators)</b>            The Superintendent has and will continue to engage and involve members of the senior leadership team, department managers, and school administrators in various meetings.</p>
<p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b>            The Superintendent has engaged and will continue to engage and involve these staff in the following ways:</p> <ul style="list-style-type: none"> <li>• Superintendent’s Teacher Advisory Council</li> <li>• Principal meetings</li> </ul>

- Meetings with the Rapid City Education Association
- Teacher Listening Sessions
- Weekly all-staff superintendent newsletters

**Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail)**

Engagement with Tribes has occurred and will continue in the following ways:

- The Superintendent co-facilitates the Indigenous Education Task Force and will continue to present updates and ask for feedback from the group.
- Listening Session with Indigenous Elders
- Meetings/events involving tribal consultation
- Title VI Indian Education PAC meetings

**Civil rights organizations (including disability rights organizations), as applicable**

Engagement has occurred with and/or will continue with:

- Democracy in Action, a bi-partisan group of advocates
- Title VI Indian Education
- Special Education parent meetings

**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**

Engagement has occurred and will continue in several ways:

- John T. Vucurevich Foundation
- Communities that Care meetings
- OneHeart
- Black Hills Area United Way
- Senior leadership team members
- Principal meetings
- Teacher Advisory Council
- Parent Advisory Council
- Community Advisory Council

**The public**

Engagement has occurred and will continue in several ways:

- Board of Education meetings
- Financial Advisory Council
- Black Hills Area Realtors Association presentation
- Elevate Rapid City presentation
- District website and social media
- Media interviews
- Facilities Task Force

### **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.