

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

Updated: 11/23/2021

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.

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| <b>School District:</b><br>Howard School District              | <b>Total ARP ESSER Funding Available:</b><br>\$510,926.00                           |
| <b>Date of School Board Plan Approval:</b><br>08/09/2021       | <b>Budgeted to Date:</b><br>\$510,315.00  |
| <b>ARP ESSER School District Plan URL:</b><br>howard.k12.sd.us | <b>Amount Set Aside for Lost Instructional Time:</b><br>\$195,315.00 (38% of total) |

## 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><br>Replace an existing old Dishwasher with one that meets current requirements for sanitization, ensuring dishes are free of leftover germs helping to keep all patrons healthy. |                    |
| <b>Equipment and/or Supplies</b><br>Dishwasher   | \$14,000.00        |
| <b>Additional FTE</b>  | NA                 |
| <b>Other Priorities Not Outlined Above</b>   | NA                 |
| <b>Total Approximate Budget for Mitigation Strategies</b>  | <b>\$14,000.00</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><br>Hire 1.5 FTE per year for 2 years (SY22-23 & SY23-24) to address the needs in mental health, curriculum advising, and computer technology instruction.   |                    |
| <b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b><br>They will address curriculum/instructional needs to ensure all students are on the right path to success, focusing on those who fell behind during remote learning. This will include facilitating testing to measure progress, adjusting curriculums K-12 to align learning, and developing a sustainable plan for the future. It will also provide access to mental health guidance to improve climate, family and environmental concerns. According to the What Works website, implementing programs and discussions regarding character, appropriate behaviors and a caring school community, will have a positive effect on student behavior. | \$195,315.00       |
| <b>Opportunities for Extended Learning (eg., summer school, afterschool)</b><br>Summer school and an after-school program will allow for students to have another opportunity to further learning. According to Best Evidence   | (included above)   |

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| Encyclopedia, there is a positive effect of summer school programs on reading achievement is +0.23 so it will pay dividends in our district. |                     |
| <b>Equipment and/or Supplies</b>   | <b>\$1000.00</b>    |
| <b>Additional FTE</b>  | 3.0                 |
| <b>Other Priorities Not Outlined Above</b>   | NA                  |
| <b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b>   | <b>\$196,315.00</b> |

**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.\*

| <b>Population</b>   | <b>Academic</b>   | <b>Social, Emotional, and Mental Health</b>  |
|---------------------|---|--|
| <b>All students</b> | <ul style="list-style-type: none"> <li>- opportunity for extra classroom time or tutoring</li> <li>- opportunity to expand technology abilities</li> <li>- strengthen core curriculum, implement staff development programs to assist in data collection and review of data</li> <li>- provide intervention programs</li> <li>- consider a summer recovery program</li> </ul> | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially</li> <li>- engage teachers, mentors and student advocate to implement programs to reduce student anxiety</li> <li>- develop curriculum or programs related to social-emotional learning</li> <li>- offer staff development centered around improving students' social, emotional, mental, and academic concerns</li> <li>- services available through behavior therapy</li> </ul> |

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| <b>Students from low income families</b> | <ul style="list-style-type: none"> <li>- opportunities for tutoring during and after the school year</li> <li>- recognize that students from this population may need additional support, more frequent interventions, and a lower teacher to student ratio to achieve success</li> <li>- strengthen core curriculum, implement staff development programs to assist in data collection and review of data</li> <li>- many low-income students were impacted during the pandemic because their parents were unable to be away from work to assist them with their educational needs while at home</li> <li>- consider a summer recovery program</li> </ul> | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially.</li> <li>- services available through behavior therapy (additional small group services available to low income students)</li> <li>- consider the unique needs of low income students and that some of them may have higher ACE (Adverse Childhood Experiences) and may require more support from teachers and staff and adults in general</li> </ul> |
| <b>Students of color</b>                 | <ul style="list-style-type: none"> <li>- opportunities for tutoring during and after the school year</li> <li>- consider the unique needs of this population being mindful that students of color can experience racism, discrimination and slurs that can impact their ability to focus on academics. This can result in students of color falling behind their peers.</li> <li>- engage teachers and staff to ensure that they are observant to the potential racism and how it impacts students</li> <li>- provide academic support to students who may fall behind</li> </ul>  | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially.</li> <li>- services available through behavior therapy</li> <li>- consider the unique needs of students of color and that some of them may have higher ACE (Adverse Childhood Experiences) and may require more support from teachers and staff and adults in general</li> </ul>  |
| <b>English learners</b>                  | <ul style="list-style-type: none"> <li>- because of the challenges of communication, English learners were significantly impacted by the temporary</li> </ul>  | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by</li> </ul>   |

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|  | <p>remote learning required during the pandemic</p> <ul style="list-style-type: none"> <li>- consider the unique needs of this population being mindful that ELL students can experience challenges and that can impact their ability to focus on academics. This can result in these students falling behind their peers.</li> <li>- engage teachers and staff to ensure that they are observant to concerns of these students</li> <li>- opportunities for tutoring during and after the school year</li> <li>- provide academic support to students who may fall behind</li> <li>- access to software platform (MyLexia) to provide additional learning opportunities</li> </ul>                                  | <p>the pandemic, academically and socially.</p> <ul style="list-style-type: none"> <li>- understand that ELL students may require more patience with communication and face struggles that require support and counseling from adults</li> <li>- services available through behavior therapy</li> <li>- consider the unique needs of ELL students and that some of them may have higher ACE (Adverse Childhood Experiences) and may require more support from teachers and staff and adults in general</li> </ul> |
| <p><b>Children with disabilities</b></p> | <ul style="list-style-type: none"> <li>- opportunities for tutoring during and after the school year</li> <li>- consider the unique needs of this population being mindful that children with disabilities can experience challenges and that can impact their ability to focus on academics. This can result in these students falling behind their peers.</li> <li>- engage teachers and staff to ensure that they are observant to concerns of these students</li> <li>- opportunities for tutoring during and after the school year</li> <li>- provide academic support to students who may fall behind</li> <li>- access to software platform (MyLexia) to provide additional learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially.</li> <li>- services available through behavior therapy</li> <li>- students may require more counseling support and increased interventions and, if needed, plans written into IEPs to support the individual needs of students.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>- student:teacher ratio smaller to allow for more individualized instruction</li> </ul>   |  |
| <b>Students experiencing homelessness</b> | <ul style="list-style-type: none"> <li>- opportunities for tutoring during and after the school year</li> <li>- consider the unique needs of this population being mindful that children with disabilities can experience challenges and that can impact their ability to focus on academics. This can result in these students falling behind their peers.</li> <li>- engage teachers and staff to ensure that they are observant to concerns of these students</li> <li>- opportunities for tutoring during and after the school year</li> <li>- provide academic support to students who may fall behind</li> <li>- access to software platform (MyLexia) to provide additional learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially.</li> <li>- services available through behavior therapy (additional small group services available to homeless students)</li> <li>- consider the unique needs of homeless students and that some of them may have higher ACE (Adverse Childhood Experiences) and may require more support from teachers and staff and adults in general</li> </ul>  |
| <b>Children in foster care</b>            | <ul style="list-style-type: none"> <li>- opportunities for tutoring during and after the school year</li> <li>- consider the unique needs of this population being mindful that children in foster care can experience challenges and that can impact their ability to focus on academics. This can result in these students falling behind their peers.</li> <li>- engage teachers and staff to ensure that they are observant to concerns of these students</li> </ul>   | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially.</li> <li>- services available through behavior therapy (additional small group services available to foster students)</li> <li>- consider the unique needs of foster care students and that some of them may have higher ACE (Adverse Childhood Experiences) and may require more support from teachers and staff and adults in general</li> </ul> |

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|                           | <ul style="list-style-type: none"> <li>- provide academic support to students who may fall behind</li> <li>- access to software platform (MyLexia) to provide additional learning opportunities</li> <li>-</li> </ul>   |   |
| <b>Migratory students</b> | <ul style="list-style-type: none"> <li>- opportunities for tutoring during and after the school year</li> <li>- consider the unique needs of this population being mindful that migratory students can experience challenges and that can impact their ability to focus on academics. This can result in these students falling behind their peers.</li> <li>- engage teachers and staff to ensure that they are observant to concerns of these students</li> <li>- provide academic support to students who may fall behind</li> <li>- access to software platform (MyLexia) to provide additional learning opportunities</li> </ul> | <ul style="list-style-type: none"> <li>- provide education to students on how to cope with the stressors caused by the pandemic, academically and socially.</li> <li>- services available through behavior therapy (additional small group services available to migratory students)</li> <li>- consider the unique needs of migratory students and that some of them may have higher ACE (Adverse Childhood Experiences) and may require more support from teachers and staff and adults in general</li> </ul> |

*\*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><br>NA    |                    |
| <b>Academic Supports</b> |                    |

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| <b>Educator Professional Development</b>                                    |  |
| <b>Interventions that Address Student Well-Being</b>                        |  |
| <b>Strategies to Address Workforce Challenges</b>                           |  |
| <b>Other Priorities Not Outlined Above</b>                                  |  |
| <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 |
|---|--------------------|
| <p><b>Overview</b><br/>Complete Ionization at the Elementary and add HVAC to a portion of the JH/HS – in efforts to clean the air/environment for our students and staff.</p>   |                    |
| <p><b>Project #1</b><br/>Install Ionization in the Elementary building to provide and maintain clean air for all present. The Elementary building was originally built in the 1960’s and the air ventilation is poor at best. The building is made entirely of cinder block, so dampness and humidity doesn’t escape. As a result, it has experienced a high degree of mold and ongoing humidity. Other improvements have been made in the building throughout the years in the hope of decreasing the humidity and mold. Air conditioning was added several years ago, dehumidifiers have been added in many classrooms, drain tile was added to the basement, soft surfaces and cork boards were removed from classrooms, etc. but that has not helped with the air quality in the building. Three years ago, there were an unusually high number (11%) of individuals (adults and children) ill in the Elementary building during a particular time. It is highly likely that it was because the poor air quality in the building and germs were being shared in the air. (It should be noted that two</p> | \$50,000.00        |

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| years ago very few people were in the building due to COVID and last year significant measures were taken to keep individuals at least 6' apart at all times, frequent air and surface sanitizing, masks, etc.) Ionizers can purportedly help reduce pollution particles that are up to five feet off the ground by as much as 97%. Given the fact that this is an Elementary building, an ionizer will make a significant impact in the lives of our students and staff.   |                     |
| <b>Project #2</b><br>Add HVAC to the North and West classrooms to alleviate the high humidity and temperatures that promote growth of disease and bacteria. The junior high/high school has twelve classrooms (60% of currently used rooms), our only lunchroom, four bathrooms and three offices which are not directly vented within the current HVAC system. (The current system only ventilates hallways in these areas.) These rooms and areas do not provide for adequate ventilation nor are they equipped with any filtering devices of any kind. Staff daily must use dehumidifiers, fans, air fresheners, etc. and keep room doors and outside windows open to allow for the cycling of "fresh" air. This promotes great difficulty in regulating the general air quality, room temperatures and humidity. Areas of mold, mildew, etc. in these areas have to be carefully monitored and maintained regularly by staff. Providing this upgrade to the building will create a much improved, healthier experience for students, staff and community use. | \$250,000.00        |
| <b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>  | <b>\$300,000.00</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><br>By providing additional staffing in our district, we can better identify the areas of learning loss and address them appropriately now and for the future. | <b>\$196,315.00</b> |

**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.

| <b>Narrative</b>  |
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| <p><b>Overview</b></p> <p>With the additional staffing in the district hired through ESSER II funding, we will continue to provide that staffing with ESSER III. The additional support will assist students academically and emotionally to all who missed face-to-face instructional time in SY19-20 and those select few who missed sporadically throughout SY20-21. Other than remote education in the latter part of the 2019-20 school year, the Howard School District was able to offer in-person instruction. A few students continued with remote education (by parental request) using Zoom and Google Classroom and a few had illnesses that required them to learn remotely for a short time. Students and parents were able to connect with teachers via Zoom, Google Classroom, email, phone, text, or face-to-face conversation. If students who missed in-person instruction did not perform well, teachers and staff will consider how best to intervene and to determine how those students can best be supported considering their situation. No student is the same so an individual approach may need to be taken to engage at-risk students.</p> |
| <p><b>Missed Most In-Person</b></p> <ul style="list-style-type: none"> <li>- All Students K-12 March 2019 through May 2019.</li> <li>- Tutoring and small group instruction was available to all students who had to be away from school due to quarantine or illness.</li> <li>- Other instruction and discussion time was arranged directly with the teacher and was usually before or after school.</li> </ul>   |
| <p><b>Did Not Participate in Remote Instruction</b></p> <ul style="list-style-type: none"> <li>- All students were accounted for through in-person instruction during SY20-21.</li> <li>- Remote instruction was provided for any quarantined students during SY20-21.</li> <li>- Tutoring and small group instruction was available to all students who had to be away from school due to quarantine or illness.</li> <li>- Other instruction and discussion time was arranged directly with the teacher and was usually before or after school.</li> </ul>  |
| <p><b>At Risk for Dropping Out</b></p> <ul style="list-style-type: none"> <li>- Our student population at risk for dropping out did not change.</li> <li>- If teachers were concerned about a student dropping out, they worked with them individually or in small groups to provide additional instruction or help as needed.</li> </ul>   |

**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.

| <b>Narrative</b>   |
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| <p><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <ol style="list-style-type: none"> <li>1. In-person learning to maintain the highest degree of normalcy and only consider remote learning if absolutely necessary</li> </ol> |

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| <ul style="list-style-type: none"> <li>2. Continuation of extra-curricular opportunities at the highest degree of normalcy possible.</li> <li>3. Safety of students, staff, and public by developing a robust Return to Learn plan.</li> </ul>  |
| <p><b>Students</b></p> <ul style="list-style-type: none"> <li>- Providing students with modified opportunities to learn and participate at a similar engagement level from prior years while prioritizing their safety.</li> <li>- Input was gathered by students via face-to-face informal conversations and the opportunity to speak at board meetings. The option to share their feedback was available at all times.</li> </ul>   |
| <p><b>Families</b></p> <ul style="list-style-type: none"> <li>- Providing updates to families as situations changed week by week.</li> <li>- Input was gathered by families via face-to-face informal conversations and the opportunity to speak at board meetings. The option to share their feedback was available at all times.</li> </ul>   |
| <p><b>School and district administrators (including special education administrators)</b></p> <ul style="list-style-type: none"> <li>- Meetings with staff to discuss current status within the pandemic and allowing them to provide feedback to their fellow educators on failures/successes.</li> <li>- Timely communication with staff via email regarding current pending and active cases within the district to ensure safety measures were met during classroom time.</li> <li>- School and district administrators were instrumental in efforts to gather feedback from all constituents (students, staff, families and community).</li> </ul>   |
| <p><b>Teachers, principals, school leaders, other educators, school staff, and their unions</b></p> <ul style="list-style-type: none"> <li>- Biweekly meetings with the superintendent, principal, business manager, technology coordinator, student advocate, and athletic director to communicate any changes with current safety practices implemented and always discussing what could be coming next so plans could be prepared.</li> <li>- Input was gathered by teachers, staff, school leaders, staff, contracted personnel and other educators via face-to-face informal conversations and the opportunity to speak at board meetings. The option to share their feedback was available at all times.</li> </ul> |
| <p><b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b><br/>NA</p>  |
| <p><b>Civil rights organizations (including disability rights organizations), as applicable</b><br/>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><br/>(addressed in Families)</p>  |
| <p><b>The public</b></p> <ul style="list-style-type: none"> <li>- Providing the public with safety recommendations for attending school events.</li> <li>- Holding monthly public board meetings as opportunity for public comment and input.</li> </ul>  |

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| <ul style="list-style-type: none"><li>- Publishing monthly updates, when applicable, in School Board Meetings &amp; Minutes. Records are posted on the school webpage and in the local newspaper.</li></ul> |
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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.