

**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: Hoven School District 53-2	Total ARP ESSER Funding Available: \$363,767
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$274,753
ARP ESSER School District Plan URL: https://8e20f281-9391-4a27-bbff-f8a2028b609a.filesusr.com/ugd/d86fde_04c857ecda014d4d873ba89ee234ef27.pdf	Amount Set Aside for Lost Instructional Time: \$172,753

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>Overview</p> <p>Funds will be used for equipment, supplies and facility repairs\improvements to enable operation of the school to reduce risk of virus transmission and exposure to environmental health hazards.</p> <p>Such funding includes the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering and purification, fans, control systems, and window and door repair and replacement.</p>	
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> • Cleaning and disinfection supplies & materials • Upright power scrubber • Extra battery for portable, backpack vacuum • Miscellaneous mitigation and prevention equipment 	<p>TBD \$1383 \$444 TBD</p>
<p>Additional FTE</p> <ul style="list-style-type: none"> • Summer custodial positions to thoroughly clean and disinfect building and all furnishings, Summer of 2022 and 2023 	<p>TBD</p>
<p>Other Priorities Not Outlined Above</p> <ul style="list-style-type: none"> • Facility repairs (HVAC systems, roof repairs, broken windows) 	<p>TBD</p>
<p>Total Approximate Budget for Mitigation Strategies</p>	

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>A key focus of the district is to identify and address learning loss among all students at all grade levels (K-12).</p> <p>Funding will allow the district to 1) administer and use high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction; 2) implement evidence-based activities to meet the comprehensive needs of students; 3) provide information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and tracking student attendance and improving student engagement in distance education.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <ul style="list-style-type: none"> • On-line courses and remedial interventions available for all students • IXL program – meets the criteria for Tier II ESSER evidence-based interventions set forth by the US Dept of Ed. • Purchase new elementary math curriculum for 2022-2023 	<p>TBD \$ 2,000 \$20,000</p>
<p>Opportunities for Extended Learning (eg., summer school, after school)</p> <ul style="list-style-type: none"> • Summer school program for identified elementary students – Summers of 2022, 2023, 2024 • After school programming and tutoring 	<p>TBD TBD</p>
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> • N\A 	
<p>Additional FTE</p> <ul style="list-style-type: none"> • Additional teacher FTE may be necessary if elementary and\or high school summer school program is expanded to meet student learning loss in reading and math • Additional FTE to develop and operate a focused after school tutoring program • One FTE as Distance Learning Coordinator –(21-22, 22-23, 23-24)This position will allow students the opportunity to take courses not currently offered at the high school. These courses will be completed through Northern State University, SD Virtual School, etc. We have students that need a class we do not offer and this allows them equal opportunity when compared to a larger district. This position will also allow the school to offer additional courses in the future such as Advanced Placement, foreign language, college dual credit, etc. 	<p>TBD TBD Estimated @ \$50,000 annually</p>

Other Priorities Not Outlined Above N\A	
Total Approximate Budget for Academic Impact of Lost Instructional Time	

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	All students in the district will have equal access to these resources and programs. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries, the Hoven School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	All students in the district will have equal access to these resources and programs. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries, the Hoven School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
Students from low income families	All students in the district will have equal access to these resources and programs. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries, the Hoven School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal	All students in the district will have equal access to these resources and programs. Students living in poverty suffer from many needs from basic needs to more advanced needs such as mental and emotional health. Our counselor works with elementary level students on a weekly basis on topics such as social skills and more advanced topics such as identification of needs and how to identify when a person should talk to

	<p>complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.</p>	<p>an adult. At the high school level, the counselor spends time with low-income students visiting about college & career options and assists with completing applications and the FAFSA.</p>
Students of color	N\A	
English learners	N\A	
Children with disabilities	<p>All students in the district will have equal access to resources and programs. The Hoven School District is reviewing new Math curriculum to be purchased and implemented in the 2022-2023 school year. Special education teachers and general education teachers will have access to supplemental math materials, including on-line resources, that will allow differentiated instruction for our students that have learning disabilities. There will also be supplemental math curriculum for high school special education students needing modified Algebra or Geometry courses. Students with disabilities will also have access to any tutoring or after school study sessions that the district decides to implement.</p>	<p>All students in the district will have equal access to these resources and programs. The Hoven School District plans to have professional development during staff in-service on student depression, anxiety, and suicide. This in-service is planned for January 3, 2022. Depression and anxiety can greatly affect students with disabilities so we have planned for this in-service so staff know what to look for in all students, especially students with disabilities. Staff will be trained on signs and symptoms, in addition on how to report a concern and the process\procedures required.</p>
Students experiencing homelessness	N\A	

Children in foster care	N\A	
Migratory students	N\A	

**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

- Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
Overview The remaining funds will be available for investments in additional allowable uses of funds. It is impossible to identify these programs and expenditures at this time due to changing events and the uncertainty of the future effects of the pandemic and school programming.	
Academic Supports	TBD
Educator Professional Development Potential professional development in the areas of identifying the struggling learning or recognizing students with emotional\mental health needs (ie. Depression, suicide, anxiety, etc.) Professional development for teachers during in-service on the topic of Google classroom. Topics include Office 365, One Drive and Teams in a Classroom environment.	\$2000 \$1000
Interventions that Address Student Well-Being N\A	
Strategies to Address Workforce Challenges Teacher Recruitment and Retention	TBD

Other Priorities Not Outlined Above	
The district will purchase Kitchen equipment- stainless steel cart with drawers will allow for safe storage of utensils in the food prep area and allow additional prep surface in the kitchen. This will also allow for additional social distancing in the kitchen and serving line.	\$2300
Technology upgrade and new laptops to facilitate teaching and learning. Will be used for in-person learning and in the event of eLearning in the event of school closure due to pandemic.	\$65,000
Computer carts\charging stations for the elementary classrooms. These will be utilized to protect the investment in computers and allow teachers to store\charge the computers in an organized fashion.	\$2000
Generator for school building and high voltage switch will allow protection of all equipment and systems in the event of power loss to the building.	TBD
Total Approximate Budget for Investments in Other Allowed Activities	

5. If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department’s prior approval. For further guidance, see [U.S. Department of Education’s FAQs](#) B-6, B-7, B-8 and C-27.

Narrative	Approximate Budget
Overview	
School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	
Project #1	
<ul style="list-style-type: none"> Floor tile replaced in elementary classrooms and hallways 	TBD
Project #2	
Project #3	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

Narrative	Approximate Budget
Overview	

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> <ul style="list-style-type: none"> • Student counseling services available • Professional Development for school staff in the identification of struggling students and those suffering from anxiety or depression • Summer school program for identified elementary students – Summers of 2022, 2023, 2024 • After school programming and tutoring <p>Being a small school, our staff works very hard to make sure that all of our students have the opportunities to work to their potential. We have a high attendance rate and graduation rate.</p>
Missed Most In-Person
Did Not Participate in Remote Instruction

At Risk for Dropping Out

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>Safe and clean facilities – includes cleaning supplies and materials, mitigation strategies, air-quality control, equipment, and related building and equipment repairs</p> <p>Upgraded curriculum and technology - to meet all students’ learning needs, especially those that have experienced learning loss or were disengaged during remote learning.</p> <p>The identification of students needing academic, physical, and mental support and providing resources to ensure a safe, positive, and inclusive learning environment.</p>
<p>Students</p> <p>Students will be able to communicate with staff, teachers, and Superintendent to provide input on the plan.</p>
<p>Families</p> <p>Families and parents’ input were solicited through email notifications and the district website prompting feedback/input on the spending plan. There was little input offered either through electronic media to the superintendent in person or at the regular scheduled Board meeting. There was good discussion by board members who do have students currently in the school system. There will be concerted effort to solicit input from families prior to our December and June updates to this plan.</p>
<p>School and district administrators (including special education administrators)</p> <p>N\A</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>All staff members will have the opportunity to provide input for this plan through monthly staff meetings, their respective lead teachers, open communication with administration and contact with the Board of Education. The plan was presented to the staff at our pre-school in-service on Aug. 16. The plan will be presented to staff for input and discussed at our in-service date on November 1st and January 3rd. The input collected will be incorporated into the plan updates in December and June.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>N\A</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p>

N\A
<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>Public and stakeholder input was solicited through the district website prompting feedback and input on the spending plan and funding. There was little input offered either through electronic media to the superintendent in person or at the regular scheduled Board meeting. There was good discussion by board members who do have students currently in the school system and board members with recent graduates from the school system. The board does represent the spectrum of stakeholders across the district. The ARP ESSER III plan was on the agenda for the August 9, 2021, board meeting. The agenda was published and we asked for public comments on the plan during this board meeting. Unfortunately, no members of the public or additional stakeholders provided any input at the meeting. There will be concerted effort to solicit input from the community and stakeholders prior to our December and June updates to this plan.</p>
<p>The public</p> <p>Public and stakeholder input was solicited through the district website prompting feedback and input on the spending plan and funding. There was little input offered either through electronic media to the superintendent in person or at the regular scheduled Board meeting. There was good discussion by board members who do have students currently in the school system and board members with recent graduates from the school system. The board does represent the spectrum of stakeholders across the district. The ARP ESSER III plan was on the agenda for the August 9, 2021, board meeting. The agenda was published and we asked for public comments on the plan during this board meeting. Unfortunately, no members of the public or additional stakeholders provided any input at the meeting. There will be concerted effort to solicit input from the community and stakeholders prior to our December and June updates to this plan.</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.