

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

Updated: 9/28/2021, 10/24/2022, 4/24/2023, 10/23/23

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: Huron School District 2-2	Total ARP ESSER Funding Available: \$6,274,206
Date of School Board Plan Approval: August 9, 2021 October 24, 2022 April 24, 2023 October 23, 2023	Budgeted to Date: \$5,412,768
ARP ESSER School District Plan URL: https://www.huron.k12.sd.us/arp-esser/	Amount Set Aside for Lost Instructional Time: \$1,739,195

Prevention and Mitigation Strategies

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

Narrative	Approximate Budget
Overview The additional bleachers at the tennis courts to ensure extra space for social distancing will help reduce the risk of virus transmission. The desk shields and personal protective equipment to protect students and teachers, as well as protect from the many germs and health hazards encountered in an academic setting.	
Equipment and/or Supplies Additional bleachers for tennis courts Desk Shields Personal Protective Equipment	\$76,985
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	\$76,985

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
Overview The HS Interventionists will monitor the progress of students and provide intensive individualized support to students who have fallen off track and face significant challenges to success. This includes working with teachers, principals, and parents/guardians to develop a path to graduation for each student. The interventionist will also maintain records and communicate with parents, teachers, and administrators. (Evidence: John Hattie Response to Intervention) The ultimate goal is to assist students in earning credits and following their path to graduation.	

The MS Counselor/ Social Worker and administrative assistant will assist the existing counselor in supporting student mental health and social emotional well-being. ([Evidence](#))

The MS Project Lead the Way teacher and equipment/supplies will allow our district to reinforce current priorities through research-based strategies. PLTW engages students to allow for mastery of content standards and concepts, while building problem solving, critical and creative thinking, communication, collaboration, and ethical reasoning and mindset.

([Evidence](#))

Chromebooks with covers and promethean boards are additional educational technology to expand network connectivity to meet COVID-19 impacts and school, teacher, and student instructional and learning needs. These technologies will also serve as tools to help our EL students and students with disabilities maximize accessibility and provide enrichment.

([Evidence](#); [Evidence](#))

The purchase of a keyboarding curriculum will assist in increasing keyboarding competency. It is critical that effective keyboarding instruction be introduced at an early elementary age due to the increase in the use of computers and technology in the classroom and for standardized testing. ([Evidence](#))

Waterford Early Learning will be purchased and used to increase kindergarten literacy skills. The program's planning and coaching facilitate optimal program implementation and usage. Teachers know the right instructional actions to take in the right moment as a result of this program. Instruction and practice cover 100% of reading / ELA standards. ([Evidence](#))

IXL is a comprehensive curriculum with real-time diagnostics, personalized guidance, and actionable analytics. Students in grades 6-12 will have the opportunity, with this program, to fill knowledge gaps and grow from where they are. ([Evidence](#))

SIOP training will be for all certified staff. The training will begin during inservice and continue every month during early release professional development days. This addresses our district's particular challenge of instruction of core content areas to ESL students struggling with language acquisition and proficiency. ([Evidence](#))

Middle School after school tutoring will be used to address lost instructional time and learning loss. ([Evidence](#))

Specific Evidence-Based Interventions (eg., curriculum, assessments) Keyboarding curriculum Waterford IXL SIOP	\$204,485
Opportunities for Extended Learning (eg., summer school, afterschool) Middle School Tutoring FY21-22	\$7,000
Equipment and/or Supplies Project Lead the Way (includes teacher training, modules, materials, site licenses)	\$22,510

Additional FTE for 3 years PLTW teacher - middle school MS Social Worker MS Counselor Administrative Assistant HS Interventionists	\$720,000
Other Priorities Not Outlined Above Chromebooks and covers Promethean boards	\$716,020
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$1,670,015

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 middle school students will benefit from implementation of Project Lead the Way modules, meeting science, math, and language arts content standards. All kindergarten students will benefit from the implementation of Waterford. The research has shown that this program benefits students of all ethnicities and all SES levels. All middle and high school students will benefit from the implementation of IXL. Students will have the opportunity to close the knowledge gap and grow as a student. All middle school students will benefit from after school tutoring. Students will have an opportunity to close the knowledge gap and grow as a student.	All middle school students will benefit from an additional counselor/ social worker, decreasing the caseload per counselor. Observation of behaviors, as well as the stakeholder survey, indicated that this was a need.

Students from low income families	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads. Students from a low SES family may not have access to technology and/or technological devices in the home. Access for these students at school provides teachers an opportunity to use online tools, such as IXL and Waterford, to help close the achievement gap.	An additional middle school counselor/ social worker and a new counseling administrative assistant will provide students with supports to their well-being, including mental health services and basic student and family needs. Low income families may not have access to mental health services and resources outside of the school district.
Students of color	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads.	The work of a school counselor or social worker is important for students of color with resources for social, emotional, and mental health.
English learners	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads. English learners may not have access to technology and/or technological devices beyond a cellular phone in their home. Access to a Promethean board and a personal device (Chromebook or iPad) will allow them access to supplemental, evidence-based interventions.	High school EL students, as needed, will have the support of interventionists to help develop a path toward graduation. The interventionist will help with tracking student attendance, meet with students, connect with parents, and coordinate team meetings to determine the best path toward graduation.
Children with disabilities	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads. Children with disabilities may not have access to technology and/or technological devices in their home. Access to a Promethean board and a personal device (Chromebook or iPad) will allow	The work of a school counselor or social worker is important for students with disabilities with resources for social, emotional, and mental health.

	them access to supplemental, evidence-based interventions.	
Students experiencing homelessness	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads. Implementing evidence-based interventions through technology will help teachers identify students with learning gaps that may have been increased due to COVID.	An additional middle school counselor/ social worker and a new counseling administrative assistant will provide students with supports to their well-being, including mental health services and basic student and family needs. Homeless students may not have access to mental health services and resources outside of the school district.
Children in foster care	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads.	An additional middle school counselor/ social worker and a new counseling administrative assistant will provide children in foster care with supports to their well-being, including mental health services and basic student and family needs.
Migratory students	All students grades K-12 will have access in their classroom to a Promethean board. All students grades 3 - 8 will have personal access to a Chromebook. K-2 and 9-12 will have ipads. Migratory students may not have access to technology and/or technological devices beyond a cellular phone in their home. Access to a Promethean board and a personal device (Chromebook or iPad) will allow them access to supplemental, evidence-based interventions.	An additional middle counselor/ school social worker and a new counseling administrative assistant will provide students with supports to their well-being, including mental health services and basic student and family needs. Migratory students and their families may not have access to mental health services and resources outside of the school district.

**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
Overview Adding two busses to our current routes allows for more transportation options, as well as maintaining some social distancing on the bus. This also allows for increased enrollment as a result of inbound migration. Adding two activity busses allows for more transportation options and social distancing. Modern air conditioning and heating will improve air quality and safety for our students. The delivery van is needed due to an increased volume of supplies, equipment, and purchases as a result of the pandemic. The bus cameras are aimed at improving the safety of students.	
Academic Supports NA	
Educator Professional Development NA	
Interventions that Address Student Well-Being NA	
Strategies to Address Workforce Challenges NA	
Other Priorities Not Outlined Above Bus Cameras Delivery Van Busses - 2 route busses Busses - 2 activity busses	\$918,643
Total Approximate Budget for Investments in Other Allowed Activities	\$918,643

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	
Project #1 Arena A/C & Instructional Planning Center temperature controls; This ventilation system improvement will increase the delivery of clean air and dilute potential contaminants. This project will be completed within the 3 year grant period. The Huron Arena can seat 5,000 people. It hosts Huron's basketball, volleyball, wrestling, cheer/dance, music concerts, and graduation ceremony. Other activities held in the Huron Arena include area basketball and volleyball playoffs and State B tournaments for volleyball and basketball. The Huron Arena is also available to outside entities for rental, such as the Shriner's Circus. All of these events attract large crowds of people.	\$142,000
Project #2 Temperature Controls in three K-5 Attendance Centers; Each attendance center houses approximately 500 students. This will help rebalance the HVAC system to increase total airflow to occupied spaces when possible. This project will be completed within the 3 year grant period.	\$548,000
Project #3 Rooftop unit for HVAC in remodeled orchestra room at the high school; This ventilation system improvement will increase the delivery of clean air and dilute potential contaminants. This project will be completed within the 3 year grant period.	\$32,993
Project #4 Tennis Courts - addition of 4 more outdoor courts; The addition of 4 tennis courts follows the CDC's guidance and allows for greater social distancing and reduces overcrowding. This project will be completed within the 3 year grant period.	\$1,573,921
Project #5 Tiger Activity Center A/C; This ventilation system improvement will increase the delivery of clean air and dilute potential contaminants. This existing building houses the school district's gymnastics, wrestling, and cheer/dance program. Gymnastics and wrestling use the building year round. We also collaborate with the City of Huron for summer gymnastics programs for area youth. This project will be completed within the 3 year grant period.	\$388,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$2,684,914

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 The Huron School District will continue to support student needs and other district initiatives through a variety of other funding sources. They include: • Title I • Title II • Title III • General Fund • Perkins These monies support, but are not limited to, lower student-to-teacher ratios, ongoing professional development, Instructional Coaches, and parental involvement activities.	

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - Students who did not participate or participated inconsistently in remote instruction
 - 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
Overview Interventionists, in conjunction with the high school principals, will focus on students most at risk of dropping out of school. This includes students who missed the most in-person instruction in 2019-20 and 2020-21 academic school years. The interventionist is responsible for supporting student achievement in the area of credit recovery. They will be expected to monitor and communicate student progress and performance. The Interventionist may also provide individual or small group direct instruction to students who are struggling academically.
Missed Most In-Person The goal for an interventionist to connect one-on-one with these students regarding expectations and offer support is to increase attendance, completion of work, and successfully earning high school credits.
Did Not Participate in Remote Instruction

NA
At Risk for Dropping Out At the high school, we currently have 154 students who are not on track to graduate and are at risk for dropping out. The interventionist would be directly responsible for 82 of these 154, while the other 72 will be working with the alternative education teacher to get back on track. The goal for an interventionist to connect one-on-one with these students regarding expectations and offer support is to increase attendance, completion of work, and successfully earning high school credits.

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
Overview, including the three highest priority needs that emerged from consultation Huron School District's efforts were continuous to identify, understand, and respond to the needs of all students and their families, including underserved students. The district was involved in regular opportunities for information sharing and feedback. This feedback was the beginning of our ARP ESSER plan. To better involve our community, families, and all other stakeholders, the district offered a public comment period, June 12 - June 30. A survey was posted on the district website and shared on district social media accounts. The recurring theme that developed was a need for a greater focus on the area of mental health / counseling. Other ideas presented by those taking the survey was to continue free school lunch for all students.
Students As part of the district's efforts to engage students, the August 9th, 2021, school board meeting included a hearing for the ARP plan. Students were all encouraged to complete the stakeholder survey.
Families As part of the district's efforts to engage families, the August 9th, 2021, school board meeting included a hearing for the ARP plan. Families were encouraged to complete the stakeholder survey.
School and district administrators (including special education administrators) School and district administrators hold frequent conversations regarding the American Rescue Plan. Common themes that emerged from conversations was student mental health and the high number of students failing courses and/or not obtaining credit towards graduation. A third theme that emerged was improvement of facilities for air quality and/or ventilation.
Teachers, principals, school leaders, other educators, school staff, and their unions As part of the district's efforts to engage educators and school staff, the August 9th, 2021, school board meeting included a hearing for the ARP plan. They were also encouraged to complete the stakeholder survey.
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)

NA
Civil rights organizations (including disability rights organizations), as applicable As a part of the district's efforts to engage civil rights organizations, the August 9th, 2021, school board meeting included a hearing for the ARP plan. Organizations were encouraged to complete the stakeholder survey.
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 As part of the district's efforts to engage educators and school staff, the August 9th, 2021, school board meeting included a hearing for the ARP plan. They were also encouraged to complete the stakeholder survey. The survey was translated into both Karen and Spanish. All stakeholders are welcome to attend the District's board meetings, as they are open to the public with posted agendas. The Huron School Board meetings have and will continue to have public input.
The public All individuals or organizational groups are welcome to attend the District's board meetings, as they are open to the public with posted agendas. The Huron School Board meetings have and will continue to have public input.

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.