

**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: Bowdle	Total ARP ESSER Funding Available:
Date of School Board Plan Approval: Original Board Approval: August 9, 2021	Budgeted to Date: \$216,562
ARP ESSER School District Plan URL: https://www.bowdle.k12.sd.us/projects-3	Amount Set Aside for Lost Instructional Time: \$43,312

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: N/A	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	

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 20 percent set-aside funds will be used to re-vamp our curriculum to meet the needs of our student body from making easy transitions from in-person learning to an online learning environment. We want to make sure that the LEA is prepared to make seamless transitions in education learn similar to March 2020.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) Gathering an on line change in curriculum that supports materials for both in-person and online learning materials from curriculum vendors for both ELA and Math and subject content.	\$44,000
Opportunities for Extended Learning (eg., summer school, afterschool)	
Equipment and/or Supplies Math and ELA curriculum supplements that help all students that are GAP and non-GAP students. We may need additional supplements for learning loss that may result in online learning and student disengagement not based on choice, but by family expectations.	\$5,000

Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	

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.*

Population	Academic	Social, Emotional, and Mental Health
All students	<p>The curriculum changes is for all students that we want to make sure that students are meeting state standards. Regardless of other classifications below this investment is made for all students and not just for the few individuals.</p> <p>Every school district needs to ensure that the most up-to-date curriculum is offered in the regular classroom. These offerings should include effective, evidence-based learning strategies designed to close achievement gaps and ensure that all students meet South Dakota’s challenging academic standards. If the Bowdle School District would consider using ESSER funds for curriculum enhancement or updates, all students would benefit, especially Title I students. Whereas the goal of Title I is to provide a fair and equal opportunity for disadvantaged students to access a high-quality education, and to attain proficiency level on state achievement tests. ESSER federal grant money would offer a unique opportunity for our school district to enhance our current curriculum resources and meet the goals set forth through Title I.</p>	<p>The curriculum changes to modify our plans will help students to be successful then what they subjected to 18 months ago when we cut the ties between the school and student learning by using a modified online component in a complete instant leaving students to struggle.</p>
Students from low income families	N/A	

Students of color	N/A	
English learners	N/A	
Children with disabilities	Special Education students would benefit from new curriculum because it would match the standards that their peers are working on within the general education classroom. The material would be geared towards the special education students' level instead of the level of their peers. The new curriculum will help to make the students learning more individualized while keeping them included by having the same weekly concept as their peers so they can interact with each other.	This will help students reduce stress and anxiety because we want students in this area to be successful and not fail because we want to reduce barriers to help alleviate stress and improve student well being because they have a better connection then the general education student.
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
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Overview N/A	
Academic Supports	
Educator Professional Development	
Interventions that Address Student Well-Being	
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
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
<p>Overview: The Bowdle School District would use it appropriation of funding to actually install an HVAC, air-quality units that complies with national standards and installed by individuals that follow Davis-Bacon Act wage standards. The LEA, Bowdle School District has not had any centralized HVAC system install since the building was erected in the 1960’s or 1970’s. At the time, there has been no need for the luxuries of these costs because of how the traditional school calendar was built in remote, rural, South Dakota and did not conduct or predict. Most pandemics or epidemics at the time were located in the old world and were self-contained to those isolated regions. The school district has not had a major renovation or remodeling since the original inception, which is over half a century old. We will have to get an engineering company to help plan and do the best study with the appropriate specs to put appropriate units. The engineering company will put it out for bid in the local paper and in the regional areas of South Dakota or Bid solicitor companies. The installation of these air filtration systems will help minimize and mitigate any COVID19 or any other biological, chemical or other harmful particulates or contaminants in the air. The current federal government administration has made it a point that in-person learning must be conducted and with the current American Rescue Plan funding.</p>	

Project #1 Install HVAC air filtration system units into the school with the appropriate labor and duct work in the entire K-12 building at Bowdle School District.	\$163,250
Project #2 Hiring an engineering company the engineer to plan and design how to install an HVAC system in a school appropriately with any structural, mechanical or electrical limitations.	\$10,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$173,250

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

Narrative	Approximate Budget
<p>Overview</p> <p>We are using the entire amount of this funding to make sure that we have better air circulation systems within the Bowdle School District. This mitigation will take precedent with the ARP ESSER III funds because it will cost about that much the award granted to do this project and then some. We have used our funds from the first and second round to have mitigation steps already prepared with purchasing PPE and thermal scanning units, and air filtration areas in large community areas using CARES and ESSER II funds. We want to make sure this project can be seen by the public and it affects all stakeholders, and not just students but our community</p> <p>We used a mixture of various funds beyond ESSER III ARP funds to help manage student mental health with acquiring more time with our school counselor via our general funds. With our curriculum needs for our school district when our ESSER funds becomes exhausted then the LEA will tap into the capital outlay funding for these goods and services. In addition, if there is a cost overrun on our air-filtration HVAC system, the the LEA will help subsidize the rest using both our capital outlay and general fund to cover the extra ordinary costs.</p>	\$300,000

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 We did not have an at-risk populations or situation for students to be placed in this category. We had in-person learning with minimal amounts no school closures compared to other area schools. At-risk and other populations worked hard to make sure we follow COVID19 mitigation procedures and understood the risk and consequences of COVID19 and made sure they knew.</p>
<p>Missed Most In-Person</p>
<p>Did Not Participate in Remote Instruction.</p> <p>Almost all students did not participate in remote instruction, but were in-person learning unless for medical reasons. We decided to use our State DDN services to reach out to our medical reasoning students or quarantine students to participate. The DDN services were not stationary, but moved from classroom to classroom. We wanted to make sure the bandwidth was solid connection to deal with multiple students.</p>
<p>At Risk for Dropping Out</p>

Stakeholder Consultation:

- 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>Public comment was held with our Return to School Plan and our ARP ESSER III plan with the use of the perspective funding. They were in support of the plan, but were not pleased when they look at how distribution of those funds between school districts.</p>
<p>Students</p> <p>Students were please the Return to School plan and the priority for the ARP ESSER III funds. Students using surveymonkeys, focus groups and public comment areas to go over student safety in having clean air and to mitigate risk of COVID19 in student classroom. They were looking for better ventilation during school surveys. They talk about improving learning for all students to make sures students did not fall behind the learning center. The use of curriculum obtainment was beneficial and wanted to focus on the most important which was Math and ELA.</p>
<p>Families</p>

<p>Families commented using surveymonkeys and all comments were kept anonymous. Families knew that our return to school plan was solid, but worried about the future planning for student health with the uptick of cases for the unvaccinated and students who can legally obtain the vaccine. Families liked our Return to School Plan and our ARP ESSER III plan with the use of the perspective funding. They were in support of the plan, but were not pleased when they look at how distribution of those funds between school districts.</p>
<p>School and district administrators (including special education administrators)</p> <p>I am the only administrator in the school district. The proposal was brought by administration by looking at the needs of the school district. The school district had severe deficiencies and its mindset prior to the pandemic was stagnant. During the pandemic it was a hard wakeup call in making sure we keep up with students. During the previous school year, we had in-person with few exceptions in dealing with hybrid learning, then we want to alleviate students and parents who did not feel safe in coming back to school.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Teachers liked our Return to School Plan and our ARP ESSER III plan and saw the need of updating our curriculum in meeting with student body that can be better support for all students with materials that can be easily transition to our students in various formats. The air filtration system was</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> <p>N/A</p>
<p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</p> <p>N/A</p>
<p>The public</p> <p>Public comment was head and were supportive of the school districts plans. They got concerned about cost overruns, which is understandable but any additional funds, which we would use is our capital outlay or general fund. We also tried to reach the public using different platforms like facebook, SurveyMonkey and are school messenger to get their reaction to the plan. They were concerned by the costs and will ESSER III funds help cover the entire costs.</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.