

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

Approved: 8/10/2021

Last Updated: 8/10/2021

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: Harrisburg 41-2	Total ARP ESSER Funding Available: \$557,054
Date of School Board Plan Approval: 8-4-21	Budgeted to Date: \$557,054
ARP ESSER School District Plan URL: https://5il.co/wx1i	Amount Set Aside for Lost Instructional Time: \$118,824

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 <i>Although ARP funds will not be used for prevention and mitigation, the safety of our employees and students is our first priority. Upon reopening, our schools have been cleaned and disinfected. In addition to the deep cleaning of facilities, the district is committed to protecting students and staff in order to reduce the risk of the spread of COVID-19. An appropriate response to COVID-19 requires that facilities, resources, and staff are prepared for rapid and flexible responses to community needs. The proposed activities and resources support a clean learning environment, access to healthy staff in the case of an outbreak, and access to appropriate resources both on- and off-campus in the case of both in-person and remote learning. Cleanliness, access to instruction, and access to resources in a flexible manner are the most essential components of successful learning during the COVID-19 pandemic. Activities proposed in the budget of this grant application directly apply to these components.</i></p>	
<p>Equipment and/or Supplies NA</p>	\$0
<p>Additional FTE NA</p>	\$0
<p>Other Priorities Not Outlined Above NA</p>	\$0
<p>Total Approximate Budget for Mitigation Strategies</p>	\$0

Academic Impact of Lost Instructional Time

- 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><i>The Harrisburg School District is committed to providing learning opportunities to our students that grow lifelong, literate, caring, creative and effective world citizens. During this period of unexpected, yet necessary modifications to our learning models, HSD will provide opportunities for support of all students in all learning models. Specifically, we will look to address learning loss experienced during the pandemic as it pertains to both on-campus and off-campus learning. While we cannot replicate the typical classroom experience, support of instruction through the addition of FTEs that specifically target learning loss in high-risk populations will be a focus. A learning plan, by design, is intended to be flexible to respond to an evolving situation. To that end, this funding mechanism provides the opportunity to hire qualified individuals to support our learners. Through our recent data analysis of student performance on NWEA MAP Assessments in reading and Math, the Harrisburg School District was able to determine that students experienced an average of 70% learning loss due specifically to COVID from March 2019-September 2019 (factoring out all other variables through a study of mean differences. Fortunately, additional monitoring and tracking of student performance marked a recovery of nearly three quarters of COVID learning loss by Winter 20-21. To that end, students arrived at near-normal proficiency levels by the end of the 20-21 school year, indicating a near-full recovery of learning loss due to COVID. As such, our focus on intervention due to COVID learning loss in 21-22 will be with gap groups identified through our proficiency analysis. Specifically, we will be looking to expand our support of English Learners (ELs) by adding additional FTEs in this area, as a higher percentage of these students selected a virtual/distance learning option in 20-21 that ultimately led to slower levels of recovery due to a variety of variables experienced in this format. Intervention strategies with the additional FTEs will include smaller teacher-to-student ratios for both push-in and pull-out intervention, direct one-on-one instruction and tutoring, and a greater level of general student support.</i></p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) NA</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool) NA</p>	
<p>Equipment and/or Supplies NA</p>	

Additional FTE <i>2.0 FTEs will be added to provide additional support for English Learners, as described above, to ensure academic, social, and emotional well-being and at-home support by providing regular consultation opportunities with expanded staffing. This specialized form of support ensures for academic, social, and emotional growth.</i>	\$118,824
Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$118,824

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	The Harrisburg School District will monitor the academic progress of its students through assessment of both growth and proficiency in a variety of subject areas, skill sets, and subpopulations. This will include local, state, and national assessments that are both formative and summative in nature.	The Harrisburg School District will provide SEL curriculum and programming to students, training and support for staff, as well as additional counseling and social work staff to provide necessary supports in a dynamic and ever-changing school environment.
Students from low income families	HSD will enhance many of the program supports in place through its Title I program in order to ensure that students from low income families are supported at all levels. This will include tutoring and additional programming supports for students in need.	HSD provides a variety of social, emotional, and mental health supports through additional services and staffing trained to specifically address the needs of students from low income families.
Students of color	HSD has developed a system of academic supports specifically intended to meet the needs of students of color. This includes both tutoring and programming integrated into courses and student activities.	HSD has formed a student support and awareness group, the Diverse Student Union, and currently supports an advisor position to lead the initiative. HSD has also provided diversity and inclusion training to staff in order to better support students of color.

English learners	HSD has support staff in place to specifically provide individual and group academic support and instruction for English Learners. Students meet daily with these instructors in order to ensure consistent and quality instruction. HSD will be hiring additional staffing with funds in order to meet this requirement. ARP funds will allow for a more focused, targeted intervention strategy, with more time available for each staff member to focus on individual students.	HSD provides a variety of social, emotional, and mental health supports through additional services and staffing trained to specifically address the needs of English learners. ARP funds will allow for a more focused, targeted support strategy, with more time available for each staff member to focus on individual students.
Children with disabilities	HSD has support staff in place to specifically provide individual and group academic support and instruction for children with disabilities. Students meet daily with these instructors in order to ensure consistent and quality instruction.	HSD provides a variety of social, emotional, and mental health supports through additional services and staffing trained to specifically address the needs of children with disabilities.
Students experiencing homelessness	HSD has developed a system of academic supports specifically intended to meet the needs of students experiencing homelessness by providing consultation and supports that align with immediate needs. This includes both tutoring and programming integrated into courses and student activities.	HSD provides a variety of social, emotional, and mental health supports through additional services and staffing trained to specifically address the needs of students experiencing homelessness.
Children in foster care	HSD has developed a system of academic supports specifically intended to meet the needs of students in foster care by providing consultation and supports that align with immediate needs. This includes both tutoring and programming integrated into courses and student activities.	HSD provides a variety of social, emotional, and mental health supports through additional services and staffing trained to specifically address the needs of children in foster care.
Migratory students	HSD will provide academic supports specifically intended to meet the needs of migratory students, when the need arises, by providing consultation and supports that align with immediate needs. This will include both tutoring and	HSD will provide a variety of social, emotional, and mental health supports through additional services and staffing trained to specifically address the needs of migratory students as the need arises.

	programming integrated into courses and student activities.	
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**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

- 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 NA	
Academic Supports NA	\$0
Educator Professional Development NA	\$0
Interventions that Address Student Well-Being NA	\$0
Strategies to Address Workforce Challenges NA	\$0
Other Priorities Not Outlined Above NA	\$0
Total Approximate Budget for Investments in Other Allowed Activities	\$0

- 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</p> <p><i>The Harrisburg School District is one of the fastest growing school districts in the nation, with an increase in student population of 10% annually over the past decade. In the COVID era, this growth places constant pressure on district facilities and administration to ensure that proper social distancing and mitigation strategies can be implemented. In an effort to mitigate consistently close student and staff contact that could result in a rapid COVID-19 outbreak, the district has determined that financial support of two construction projects will allow for not only better consultation with specific regard to disease prevention in the construction of new facilities, but also an expedited building process as construction costs for building materials and availability continue to climb due to lack of resources resulting from the pandemic. By not investing in this area, the district would be put at greater risk of needing to delay these building projects, thus resulting in more crowded spaces in our current facilities. This is of major concern to our community, as proper social distancing is considered by the CDC as one of the best strategies for preventing the spread of COVID-19. Each of the projects proposed below will be projected for completion in 2022.</i></p>	
<p>Project #3</p> <p><i>The Harrisburg School District will be constructing a new facility to house its third middle school. ARP funding will be put towards these efforts as a means of facilitating the construction process in an expedited fashion by purchasing building materials and allowing for input from contractors on best strategies and designs for disease mitigation. Specifically, ARP funds will be used to address the installation of a high quality HVAC/ventilation system to improve air quality and minimize the spread of COVID. Due to our rapidly growing population, this approach is absolutely necessary to allow for quick completion of the project and, as a result, appropriate social distancing for students and staff who are currently subjected to crowded spaces in our present facilities.</i></p>	<p>\$438,230</p>
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	<p>\$438,230</p>

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><i>The Harrisburg School District will respond and support to student need using a variety of funding sources, including federal, state, and local funds, federal grant allocations such as Perkins, Title I, Title I – 1003, Title IIA, Title III, and IDEA. District general and capital outlay funds will also be utilized. These funding sources will support both general and targeted instructional strategies through advancement of curriculum and student programming, additional FTEs/staffing to allow for more individualized attention to student needs and purchasing of equipment and supplies necessary to provide purposeful instruction. In addition, significant funding from a recent bond election will be put towards each of the construction projects proposed above.</i></p>	<p>\$105,360,750</p>

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> <p><i>It is broadly accepted that students at risk are the most highly impacted subgroup of learners during the COVID-19 pandemic, resulting in significant loss of learning. This notion has been supported by our local data analysis of various subpopulations, including ethnic minorities, those who are economically disadvantaged, and English Learners. As stated above, NWEA MAP Assessment analysis recorded an average loss of learning due to COVID of 70% across various grades. Recovery efforts in 2020-2021 resulted in nearly 3/4^{ths} of this loss being recovered by the average student. However, data also suggests that the rate of recovery was slower and more variable among at risk student populations, with recovery ranges varying from less than 30% to well over 70%, depending on the grade level and subject area. In order to address this learning loss, the school district is dedicated to supporting students at risk by providing appropriate structures and supports, as well as more focus individualized attention to those in need. This will include smaller teacher-to-student ratios for both push-in and pull-out intervention, direct one-on-one instruction and tutoring, and a greater level of general student support. In addition, social workers and counseling services will be utilized to ensure social and emotional well-being by providing regular consultation opportunities with expanded staffing.</i></p>

<p>Missed Most In-Person <i>A combination of instructional support (tutoring), social-emotional support (social workers and counselors), and subgroup-specific support (EL staff, SPED staff, etc) will be afforded to students in order to ensure that needs are being met.</i></p>
<p>Did Not Participate in Remote Instruction <i>A combination of instructional support (tutoring), social-emotional support (social workers and counselors), and subgroup-specific support (EL staff, SPED staff, etc) will be afforded to students in order to ensure that needs are being met.</i></p>
<p>At Risk for Dropping Out <i>A combination of instructional support (tutoring), social-emotional support (social workers and counselors), and subgroup-specific support (EL staff, SPED staff, etc) will be afforded to students in order to ensure that needs are being met.</i></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 <i>The Harrisburg School District has consulted with stakeholders throughout the COVID-19 pandemic and will continue to do so for the foreseeable future. These interactions provide meaningful feedback to ensure that the needs of all community members are being met and that questions and concerns are being addressed. Regular communication to non-participating stakeholders is also accomplished through a variety of platforms and reporting/feedback strategies, described below. To date, the three highest priority needs emerging from consultation include:</i></p> <ul style="list-style-type: none"> • <i>Addressing social and emotional needs of students experiencing isolation and adversity during the COVID-19 Pandemic.</i> • <i>Providing academic support for students at risk and otherwise who have experienced learning loss during the COVID-19 Pandemic.</i> • <i>Provision of safe, purposeful learning environments that provide the flexibility, space, and protection necessary to mitigate COVID-19 exposure while also affording students the opportunity to participate in learning, activities, and social development during the pandemic.</i>
<p>Students <i>School and district staff meet daily with students, either formally or informally and in both large and small groups, to discuss and provide opportunities for instruction, feedback, and support of individual and group needs. This interaction provides a system of quality control to ensure that needs are being met. In addition, surveys, focus groups, and meetings are held to provide alternative modes of feedback and to provide opportunities for all individuals to engage in meaningful consultation.</i></p>

<p>Families <i>School and district staff meet regularly with families, either formally or informally and in both large and small groups, to discuss and provide opportunities for instruction, feedback, and support of individual and group needs. This interaction provides a system of quality control to ensure that needs are being met. In addition, surveys, focus groups, and meetings have been held to provide alternative modes of feedback and to provide opportunities for all individuals to engage in meaningful consultation. Families also have the opportunity to provide feedback during bi-weekly school board meetings, during the public comment time.</i></p>
<p>School and district administrators (including special education administrators) <i>School and district administrators meet collectively on a bi-weekly basis throughout the calendar year, and in smaller groups on a daily basis to ensure standards for consistency and quality of instruction and support are being met.</i></p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions <i>School and district staff meet daily, either formally or informally and in both large and small groups, to discuss and provide opportunities for professional development and improvement of day-to-day operations.</i></p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) <i>As applicable, the Harrisburg School District will welcome timely and meaningful discussions with tribal nations and communities according to the framework for consultancy outline in the ESEA, Section 8538.</i></p>
<p>Civil rights organizations (including disability rights organizations), as applicable <i>When appropriate, the Harrisburg School District will look to guidance from, and discussion with, civil rights organizations as it pertains to specific programming, curricular decisions, and communication for advancement of student supports under ARP ESSER to ensure needs, protocols, and supports are adequately met.</i></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 <i>The Harrisburg School District will regularly look to guidance from, and discussion with, stakeholders representing underserved students as it pertains to specific programming, curricular decisions, individual and family support, and communication for advancement of student supports under ARP ESSER to ensure needs, protocols, and supports are adequately met.</i></p>
<p>The public <i>The Harrisburg School District will continue to provide open lines of communication through its school buildings, direct communication with staff, school board meetings, and social network platforms, as well as providing regular communication and reports to residents of our attendance area.</i></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.