

## **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.

<b>School District:</b> <b>Harding County School District 31-1</b>	<b>Total ARP ESSER Funding Available:</b> <b>\$212,079.00</b>
<b>Date of School Board Plan Approval:</b> <b>8/9/2021</b>	<b>Budgeted to Date:</b>
<b>ARP ESSER School District Plan URL:</b> <b>Hardingcounty.k12.sd.us</b>	<b>Amount Set Aside for Lost Instructional Time:</b> <b>\$53,020.00</b>

## 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> For the 2020-2021 school year, the district budgeted and utilized funding toward prevention and mitigation of Covid -19 to assist in offering in-person instruction for the entire school year.  We have partially budgeted to include the ARP/ESSER III funds in our district FY 22 budget. For FY22, we will be using previous ESSER funds as appropriate for student learning, recovery, advancement, and safety as it pertains to the Covid-19 pandemic.	
<b>Equipment and/or Supplies</b> Items purchased previously with other federal funds: PPE, desk shields, plexiglass, touchless water fountain stations, touchless hand sanitizer stations, Clorox 360 machines, Covid Stipends for staff, and other cleaning supplies are examples of equipment and supplies our district purchased with other federal funding allocations.	TBD
<b>Additional FTE</b>	NA
<b>Other Priorities Not Outlined Above</b>	TBD
<b>Total Approximate Budget for Mitigation Strategies</b>	TBD

## 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><b>Overview</b></p> <p>The district will be offering in person instruction for the 2021-2022 school year. We had 100% of our students in person for the 2020-2021 school year and this is anticipated again in 2021-2022.</p>	
<p><b>Specific Evidence-Based Interventions (eg., curriculum, assessments)</b></p> <p>We use evidence-based curriculum and assessments across the district.</p> <p>NWEA MAPS IXL SCOOTPAD KAHN ACADEMY DIBELS LEXIA TEACHERS PAY TEACHERS</p>	TBD
<p><b>Opportunities for Extended Learning (eg., summer school, afterschool)</b></p> <p>We offer after school homework room for our K-5 students, an 8<sup>th</sup> period homeroom assistance program for MS/HS and summer school for students who have been targeted.</p>	TBD
<p><b>Equipment and/or Supplies</b></p> <p>Hand Sanitizer Stations, Disinfecting Wipes, PPE</p>	TBD
<p><b>Additional FTE</b></p> <p>NA</p>	TBD
<p><b>Other Priorities Not Outlined Above</b></p>	TBD
<p><b>Total Approximate Budget for Academic Impact of Lost Instructional Time</b></p>	TBD

### 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
<b>All students</b>	<p>In person instruction and fully operational educational platforms were provided in 20-21 and will continue 21-22.</p> <p>Free meal for all students will continue in the 21-22 school year. All our investments align with students needs.</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>
<b>Students from low income families</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>
<b>Students of color</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>
<b>English learners</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>
<b>Children with disabilities</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>

<b>Students experiencing homelessness</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>
<b>Children in foster care</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>Counselor/Staff driven sessions</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>
<b>Migratory students</b>	<p>Summer supplemental activities are provided to students who have been impacted.</p> <p>Homework assistance</p> <p>Free Meals</p>	<p>HC Character Counts- District Wide and related activities for all students.</p> <p>PTO Events- positive impact programs and events that focus on achievement, hard work, family, social, emotional, and mental health.</p>

*\*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
<b>Overview</b>  <p>The district will encourage staff development and teacher collaboration to not only improve instruction but enhance it to better serve our student body.</p>	
<b>Academic Supports</b>	

<p>The district will purchase iPads or Microsoft Surfaces and other technology equipment to improve classroom instruction not only in-person but virtually.</p> <p>The district will look at purchasing an LMS to help bridge the gap between virtual and in person learning. *Canvas platform</p>	<b>\$55,000.00</b>
<p><b>Educator Professional Development</b></p> <p>The district will promote staff development and collaboration efforts to improve the overall educational program to better meet the needs of our student body.</p> <p>Speakers &amp; Presentations</p>	<b>\$5,000.00</b>
<p><b>Interventions that Address Student Well-Being</b></p> <p>The district will provide opportunities and utilize a variety of outside sources to address student needs and mental health.</p>	<b>\$2,500.00</b>
<p><b>Strategies to Address Workforce Challenges</b></p> <p>2.0 FTE</p> <p>2022-2024</p> <p>The district will hire two paraprofessionals will work with students and assist classroom instruction. They will work closely with students who may have some learning gaps and have been targeted by staff.</p>	<b>\$130,000</b>
<p><b>Other Priorities Not Outlined Above</b></p> <p>Additional instruction – Curriculum and learning opportunities</p>	<b>\$18,000.00</b>
<b>Total Approximate Budget for Investments in Other Allowed Activities</b>	<b>\$210,500.00</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.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b>	
NA	
<b>Project #1</b>	NA
NA	

<b>Project #2</b> <b>NA</b>	<b>NA</b>
<b>Total Approximate Budget for Renovation, Air Quality, and/or Construction</b>	<b>NA</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.

<b>Narrative</b>	<b>Approximate Budget</b>
<b>Overview</b>  <b>NA</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:
- 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.

<b>Narrative</b>
<p><b>Overview</b></p> <p>The district will use our NWEA MAPS program as well our IXL diagnostics for Math, LA, and Science. With these assessment tools we should be able to identify gaps and strand deficiencies and identify/provide intervention strategies for students that experienced learning loss.</p>
<p><b>Missed Most In-Person</b></p> <p>For the '21-22, '22-23, and '23-24 school years, the district will hire two teacher Paraprofessionals that will work with our high need students.</p> <p>*The district provides all the technology needs for the entire K-12 student body and faculty.</p>

<p>*The district will offer homework assistance for K-12 students that have need extra help or may behind in their studies.</p> <p>*The district will offer summer supplemental activities for K-12 students that may need assistance.</p> <p>*The district will provide opportunities and encourage staff to utilize outside resources and become knowledgeable on mental health.</p>
<p><b>Did Not Participate in Remote Instruction</b></p> <p>We did not have any students who chose on-line instruction as a learning option.</p>
<p><b>At Risk of Dropping Out</b></p> <p>We continually engage students and assist them to get on track. Our main goal as a district is to make sure we provide every opportunity that every child graduates.</p> <p>We have and will continue to offer credit recovery classes, summer assistance and tutoring where it is applicable and needed.</p>

**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>
<p><b>Overview, including the three highest priority needs that emerged from consultation</b></p> <p>The district is addressing our priorities and have targeted technology (internet), trainings on e-learning platforms and a uniform attendance/grading (virtual) policy or procedure.</p>
<p><b>Students</b></p> <p>Communication/collaboration/discussion</p> <p>*This needs to be consistent and transparent</p>
<p><b>Families</b></p> <p>Surveys, Board of Education discussion and comments, newsletters, REMIND app , Facebook, Website notifications.</p>
<p><b>School and district administrators (including special education administrators)</b></p> <p>Surveys, parent/stakeholder meetings when needed or required (every 6 months)</p>

<b>Teachers, principals, school leaders, other educators, school staff, and their unions</b>
Surveys, Meetings, Board of Education Public Comment
<b>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</b>
NA
<b>Civil rights organizations (including disability rights organizations), as applicable</b>
School website will have an active link to access all our plans and viewing.
<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>
Surveys, Meetings, Board of Education Public Comment
<b>The public</b>
Surveys, Meetings, Board of Education Public Comment

### **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.