

**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: Highmore-Harrold School District	Total ARP ESSER Funding Available: \$568,404
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$105,876.22
ARP ESSER School District Plan URL: https://highmore-harrold.k12.sd.us/media/hh360webcmscom/Quinton%20Cermak/COVID/ARP-ESSER%20Plan-HighmoreHarrold.pdf	Amount Set Aside for Lost Instructional Time: \$113,681

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>The Highmore-Harrold School District will continue to implement “operational phases” to respond to numbers of positive cases of COVID-19 in the school building, with some emphasis also being given to level of community spread present in Hyde County.</p> <p>Normal Operations, or “Phase 1”</p> <p>During normal operations, the Highmore-Harrold School District will operate a full daily schedule with full student and staff attendance at school. All scheduled extra-curricular activities and events will continue, with no limits or restrictions on spectator attendance. The Highmore-Harrold School District will practice mitigation efforts that include once daily temperature screenings upon entry to the school building, disinfecting classroom surfaces through hourly cleanings, and practicing proper hand hygiene including hand washing and use of hand sanitizer. Additionally, twice a week “fogging” of the building and classrooms with an appropriate disinfectant solution will take place to help keep surfaces sanitary. The Highmore-Harrold School District will recommend and encourage the use of face masks and will support all students and staff who choose to wear them.</p> <p>Distance learning or e-learning will only be provided to students who are absent due to COVID-19 protocols or have documentation from their family healthcare provider outlining existing conditions of immune system deficiencies.</p> <p>The Highmore-Harrold School District will return to pre-pandemic school visits by parents, vendors, and recruiters. Community use of the gym and weight room will also be permitted during the hours the school is not in session.</p> <p>“Phase 2”</p> <p>The Highmore-Harrold School District will enter Phase 2 if a positive case of COVID-19 is detected in the school building, it has been determined that a positive case was in the building, or levels of community spread increase causing a positive case to become imminent. The SD DOH COVID Dashboard will be used to determine rate and level of community spread in Hyde County, with a level of “severe” causing the district to discuss the possibility of the transition to Phase 2. All scheduled classes and activities will continue. All students and staff will be required to wear face masks while in school when unable to social distance at least six feet from other people. No restrictions will be placed on scheduled extra-curricular events for either participants or spectators.</p> <p>The Highmore-Harrold School District will increase mitigation efforts that include daily “fogging” of the building and classrooms with an appropriate disinfectant solution. Daily temperature screenings will also continue.</p> <p>Distance learning or e-learning will be provided to students who must isolate or quarantine due to COVID-19 protocols.</p> <p>School visits by parents, vendors, and recruiters as well as community use of athletic facilities will be restricted.</p> <p>If the outbreak is contained, Phase 2 will last 10 days from the onset of the positive case in the school building, or in accordance with current CDC/DOH guidelines.</p>	

“Phase 3”	
The Highmore-Harrold School District will enter Phase 3 if a significant outbreak of COVID-19 is prevalent in the school building. School administration will consult with the school board to make this determination. When in Phase 3 all scheduled activities will be cancelled or postponed, and all classes will move to the distance learning or e-learning model.	
Equipment and/or Supplies N/A	
Additional FTE N/A	
Other Priorities Not Outlined Above N/A	
Total Approximate Budget for Mitigation Strategies	The mitigation strategies listed above are a continuation of the plan initiated during ESSER I and ESSER II.

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
Overview The Highmore-Harrold School District will use the reserved ARP funds to address concerns with Elementary Reading and ELA, to provide students with extended learning opportunities, and to provide students with online resources for remedial coursework and credit recovery for high school students.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) 24% of the elementary students at Highmore-Harrold Elementary school tested at the level 1 designation for ELA during the most recent state standardized test, which displays a significant learning loss. The Highmore-Harrold School District has addressed this by purchasing the Wonders Reading curriculum for the 2021-2022 school year.	\$40,680
Opportunities for Extended Learning (eg., summer school, afterschool) To address learning loss in all subjects, and an increase in student apathy brought on due to the lost 9-weeks of in-person learning during the spring of 2019-2020 school year, the Highmore-Harrold School District will implement two after-school programs.	\$12,500

The first program will identify at risk students in grades 2 through 6, the second will address students in grades 7 through 12. The afterschool program will be provided four days a week for an hour to provide tutor for students in difficult subject areas and to aid students who struggle to maintain their workloads and hand in assignments on time. Additionally, identified students will be provided with remedial coursework to help them gain grade-level performance as identified on the tri-annual NWEA Growth Assessments.	
Equipment and/or Supplies N/A	
Additional FTE N/A	
Other Priorities Not Outlined Above The Highmore-Harrold School District will purchase instructional and licensing software to provide remedial coursework for students who are below grade-level, and to provide high school students with credit recovery opportunities so they can get on track to graduate.	\$33,677
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$85,877

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>Elementary students will receive more rigorous instruction from the Wonders ELA Curriculum to help address deficiencies identified in the Spring 2021 state standardized tests and the tri annual NWEA Growth Assessments.</p> <p>Students in all grade levels will be provided with additional academic support from their classroom teachers through the afterschool program.</p>	<p>Teachers will have more hands-on time with at risk students in the afterschool program and can communicate SEL concerns with the school counselor. The school counselor and classroom teacher will work together to address the SEL needs of students.</p>
Students from low income families	<p>Students from all economic backgrounds can be referred to the afterschool program. The district will also offer transportation for students at the conclusion of the afterschool program to help with low-income families who cannot afford an additional trip to the school building.</p>	<p>Additional hands-on time from classroom teachers will benefit students from all economic backgrounds. The Highmore-Harrold School District has also qualified all student for free lunches, which will help students from low-income families who do not fill out free/reduced lunch applications.</p>

Students of color	N/A	N/A
English learners	N/A	N/A
Children with disabilities	The extended learning time will benefit students with disabilities as they would have opportunities for one-on-one assistance from classroom teachers. Students who receive this aide will also show gains toward their general classroom goals on their IEPs.	Children with disabilities, through extended time with their classroom teachers and special education teachers, will create relationships with those teachers that will help promote healthy SEL moments.
Students experiencing homelessness	N/A	N/A
Children in foster care	N/A	N/A
Migratory students	N/A	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 Highmore-Harrold School District continues purchasing of cleaning supplies and PPE to help mitigate the spread of all infectious diseases, including COVID-19, will come from remaining ESSER II funds.	

Academic Supports	
Educator Professional Development	
Interventions that Address Student Well-Being The Highmore-Harrold School District continues purchasing of cleaning supplies and PPE to help mitigate the spread of all infectious diseases, including COVID-19, will come from remaining ESSER II funds.	\$20,000
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
Total Approximate Budget for Investments in Other Allowed Activities	\$20,000

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 N/A	
Project #1	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	N/A

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>N/A</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>The Highmore-Harrold School District will use APR ESSER funds to identify, reengage and support students through providing an after-school program and purchasing of digital software licenses that can help provide both remedial support to students and opportunities for credit recovery for students who need it.</p>
<p>Missed Most In-Person</p> <p>Students who have missed the most in-person instruction over the course of the previous two school years will benefit from extended learning activities. The additional time with their classroom teaches will help bring the students back to grade level in their curriculum.</p>
<p>Did Not Participate in Remote Instruction</p> <p>The Highmore-Harrold School District did not have any students who did not participate in remote instruction. Students who missed the most in-person instruction time are discussed above.</p>
<p>At Risk for Dropping Out</p> <p>Students at risk for dropping out will have both extended after-school learning opportunities and credit recovery via on-line software and the SD Virtual High School.</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.

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation</p>

<p>The Highmore-Harrold School District consulted stakeholders through email correspondence and open forums at the district’s Board of Education meetings. The three highest priority needs, per public input, are:</p> <ol style="list-style-type: none"> 1. Continued mitigation efforts to ensure the school buildings are open for in-person instruction 2. Continued mitigation efforts to ensure students and staff are not required to wear masks while in-person instruction occurs. 3. Increasing educational opportunities to help students attain grade-level status in all content areas, including increased instructional time (after-school program), providing instructional programs to help with re-teaching efforts, and credit recovery classes to prevent dropouts.
<p>Students</p> <p>The Highmore-Harrold School District will continue to monitor and consult students for their input in the district’s return to school plan. The district will also continue to educate students on the most current CDC and SD DOH guidelines are, and how those affect their health and safety while attending school.</p>
<p>Families</p> <p>The Highmore-Harrold School District will keep open lines of communication with all families located in the school district. Communication will consist of email, school outreach technology, and face-to-face.</p>
<p>School and district administrators (including special education administrators)</p> <p>All Highmore-Harrold School District administrators were involved in the creation of this document.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>All Highmore-Harrold School District teachers and staff are aware of this document, and several were involved in its creation. As this document changes, the district will continue to reach out and ask for teacher and staff input.</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>The Highmore-Harrold School District has regular communication with the Mayor of Highmore, who represents the city governance.</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.