

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund
(ARP ESSER)**

LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)

District Information

District Name	Harrisburg School District
District LEA#	5602
City	Harrisburg
Superintendent Name	Chris Ferrell
URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website	Harrisburg - State Required Information
Date posted	10-10-22

Directions: The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
186, 187, 188, 189, 190, 192	Systemic Procedures	Actions or systems implemented to prevent, prepare for, and respond to COVID-19.	

		Meeting the nutritional needs of underserved students. Supporting student mental health needs. Locating absent students and reengaging disconnected youth. Providing safe and inclusive learning environments. Providing healthy learning environments.	
196, 197	Facilities	School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.	\$683,114.60 HVAC set a side 40,000 flooring 21-22
198	Transportation	Transportation costs to reduce the spread of COVID-19.	

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will use the funds it reserves 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**. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

(Please see final allocation table)

ARP ESSER total allocation \$2,922,882.62 minimum 20% set-aside \$ 584,576.52

Actual Set-aside \$1,702,000.00

Program Code	Evidence-based interventions	Description	Projected Amount
170	Accelerating learning through instructional approaches.	In-school acceleration: Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3). -High Quality Instructional Materials	\$304,000 Teacher(s) for in-school acceleration 3 years 82,000 21-22 HQIM 30,000 22-23 HQIM (NOREDINK \$7,350, Newsela \$16,077, AMPLIFY Interactive classroom \$6,120) 30,000 23-24 HQIM
170	Accelerating learning through instructional approaches.	High Dosage Tutoring programs: High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).	\$320,000 IA's for tutoring 3 years
170	Accelerating learning through instructional approaches.	Out-of-school time programs (afterschool and extended instructional time): Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).	
170	Accelerating learning through instructional approaches.	Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3).	
170	Supporting equitable access and effective use of technology	Educational technology: Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).	\$118,000 IT support 3 years
170	Using data about students' opportunity	Utilize data to understand where and how resources should be allocated to address	

	to learning to help target resources and support	student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).	
170	Addressing resource inequities	Ensure students have equitable access to a well-rounded education. (based on sub-group data) (effect size 1.29, Tier 3) -Advanced Coursework opportunities -Inclusive Practices -Well-prepared educators -Early childhood expansion or enhancement	\$430,000 School Improvement specialists 3 years
170	Addressing resource inequities	Provide wrap around services for students (effect size .44-.77, Tier 3) -full service community schools	
170	Addressing resource inequities	Evidence-based practices that maximize students' social, emotional, and academic benefits. -Professional Learning Communities (Tier 2)	\$388,000 School Psychology Specialist/Mental Health Therapist (21-22 program code 183, 170 for 22-23 and 23-24) 3 years

2.A. Process for Monitoring Implementation: Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under Section 2001 (e) (1) of the ARP Act to address the academic impact of lost instruction time, 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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:Description:

The Harrisburg School District will monitor effectiveness of intervention implementations, both academic and non-instructional, through ongoing academic progress monitoring of student data. This will occur during monthly PLC meetings, building and district level administration meetings, and district curriculum meetings.

The Harrisburg School District implemented summer school for students in grades 5-12 during the summer of 2021 and will continue for grades K-12 during the summer of 2022 to address students' social, emotional, mental health, and academic needs. This requires the hiring of teachers for the summer as well as purchasing HQIM's and online platforms for the summer.

The Harrisburg District will hire interventionists and paraprofessionals for the 2021-2022, 2022-2023, and 2023-2024 school years to address the academic impact of lost instructional time and accelerate learning.

The Harrisburg School District has purchased HQIM aligned with state standards core curricula and supplemental interventions to address the academic impact of lost instructional time. These “evidence-based” materials refer to approaches that “demonstrate a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes”; and include “ongoing efforts to examine the effects of such activity, strategy, or intervention.” This includes emerging technology-based or technology-enabled approaches, including educational technology platforms.

The Harrisburg School District will continue to use funds to employ additional school psychologists and mental health therapists to provide services for students and staff, in particular homeless students. These positions will support students and staff with their emotional and physical well-being while helping them deal with the impact of the pandemic.

2.B. Process for Evaluating Implementation: Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation:

Quarterly progress monitoring will be utilized to evaluate the effectiveness of learning loss.

The Harrisburg School District will leverage technology to provide differentiated instruction with diagnostic and curriculum embedded assessments.

Absentee reports, report cards, student discipline reports, I-Ready testing, STAR screening, and IXL resources will be used by administration and teachers to monitor students' progress.

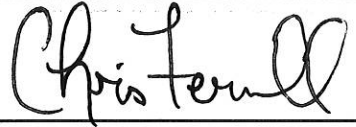
Special education teachers will monitor and make sure all modifications are being met for special education and special needs students.

The Harrisburg School District will evaluate implementation by utilizing stakeholder surveys, two-way communication with all stakeholders using a variety of mediums such as phone calls, emails, videos, social media, and in-person meetings. Based on data collected, the district will make the necessary adjustments to ensure that the interventions are successful.

The Central Office administration will meet with each campus monthly to ensure accountability and implementation with fidelity.

3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

Program Code	Practice	Description	Projected Amount
185	Technology	Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.	\$10,000 teacher tech PD 21-22, 22-23
160, 180	Additional pay	COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce.	\$373,000 21-22 Retention pay
191	Maintenance of Equity	Continue operations without disruption including employment, programs and addressing budget shortfalls.	40,000 for indirect cost 21-22 school year
166	Loss of Revenue	to strengthen operations and to allow the financial resources needed to make necessary adjustments for sustainability	\$114,768.00 budgeted \$7,105.50 expenditure during 21-22 school year

 Chris Ferrell	10-10-22
SUPERINTENDENT NAME (printed) and SIGNATURE	DATE