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

Updated: 8/17/2021

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: **Spearfish School District 40-2**	**Total ARP ESSER Funding Available:** **$3,106,026**
Date of School Board Plan Approval: **August 9, 2021**	**Budgeted to Date:** **$800,000**
https://www.smore.com/8sh9j	**Amount Set Aside for Lost Instructional Time:** **$621,205**

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 *Additional part-time nurse - school nurses perform a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education and assistance with decision-making about health, and immunization against preventable diseases. This aligns with CDC and SD DOH guidance on surveillance and diagnostic testing of students and staff for COVID-19. We plan to use ESSER III to fund this position in FY 22.*	
Equipment and/or Supplies **N/A**	
Additional FTE *.6 FTE Nurse – FY24*	**$37,000**
Other Priorities Not Outlined Above **N/A**	
Total Approximate Budget for Mitigation Strategies	**$37,000**

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 To address the academic impact of lost instructional time, the Spearfish School District has hired additional certified interventionists and class size reduction teachers as wells as para-professionals to reduce class size, assess student academic needs, and to deliver high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. Spearfish Schools already utilize the MTSS framework and a School-Wide Title model. By doing so, the framework for Tier I, Tier II and Tier III interventions is in place. Utilizing a robust	

intervention model utilizing 100% HQT staff, the schools of the MTSS framework utilize a universal screener which serves to inform all staff the performance levels of all students. Students identified with learning lag are referred for additional assessment and appropriate interventions. Supports are afforded as both push-in as well as pull-outs pending the duration and intensity of the intervention. A multi-indicator assessment model assures that student progress – or lack thereof – is utilized to refer for more intensive interventions. An analysis of student data from the 2020-2021 school year showed an increase in students needing Tier II supports, and in turn more students experiencing a greater lag in achievement data versus pervious years. Root cause analysis indicates that a loss of core instruction in the 2019-2020 school year, and modified operations due to COVID in 2020-2021 impacted these issues.	
Specific Evidence-Based Interventions (eg., curriculum, assessments) *Class Size Reduction Teachers – SSD plans to utilize CSR teachers to reduce the student-to-teacher ratio in two lower elementary grades. The utilization of CSR teachers in two of our higher enrollment grades will allow for better teacher/student relationships as wells as more and enhanced personalized instruction that will lead to improvement in learning outcomes.* *Certified Interventionists and Para-professionals will increase SSD's capacity to provide intensive interventions in math and reading for grades K-5. These certified teachers will utilize the core curriculum in support of all students during universal intervention block (daily) for all students, and targeted resources for Tier II and Tier III interventions for at-risk learners. The District is currently endeavoring to pilot and evaluate Tier I instructional materials within our curriculum curation process.*	**See Additional FTE for the number of FTE and approximate budget that includes salaries and benefits.**
Opportunities for Extended Learning (eg., summer school, afterschool) *After school/Summer School tutoring* - Spearfish Schools have identified targeted support programming to assist struggling learners, and those demonstrating a lag in school readiness. After school intervention supports for students in math and literacy is available beginning 1st Trimester, extending through the year for identified students *High School Summer Credit Recovery - At times, students fall short of earning their required credits during the time frame of a designated school year, resulting in only one of two alternatives – implement a forced repeat of incomplete classes or organize a plan to make up the missing coursework via online credit recovery. Credit recovery as a strategy that encourages at-risk students to re-take a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements. The strategy was designed to provide a pathway for high school students who have a history of course failure and help them avoid falling further behind in school (U.S. Department of Education 2015b). The struggle by some students to earn credits was only perpetuated by the implications of the COVID pandemic. Credit recovery courses are available online with Spearfish High School content teachers as the teachers of record. Funding will be used to purchase the online curriculum and compensate teachers for their out-of-contract time.*	**$40,000** **$5,000**

Equipment and/or Supplies **N/A**	
Additional FTE *2.0 FTE Class Size Reduction Teachers* *5.0 FTE K-5 Interventionists* *3.0 FTE K-5 Para-professionals* *1.0 FTE 6-8 Interventionist* *2.0 FTE 6-8 Para-professionals*	**$576,000**
Other Priorities Not Outlined Above **N/A**	
Total Approximate Budget for Academic Impact of Lost Instructional Time	**$621,000**

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	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.

Students from low income families	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
Students of color	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
English learners	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the

	Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
Children with disabilities	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
Students experiencing homelessness	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also

	been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
Children in foster care	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are posted in the buildings as well as in policy on our district web page.
Migratory students	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are	All students in the district will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries the Spearfish School District has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. A formal complaint procedure has also been adopted for federally assisted programs should anyone feel they were unjustly denied access and participation in such programs. Notices of non-discrimination are

	posted in the buildings as well as in policy on our district web page.	posted in the buildings as well as in policy on our district web page.

**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

4. 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 *Any activity authorized by the Elementary and Secondary Education Act of 1965 as well as providing mental health services and supports.*	
Academic Supports *Exact Path (grades 6-8) - Exact Path programming serves as a student intervention due to NWEA assessment. Exact Path allows educators to spot every deep-seated, longstanding academic gap; understand just how deep it goes; and employ targeted instruction to set students on a path toward success.* *Black Hillis Online Learning Community - The Spearfish School District partners with the Black Hills Online Learning Community (BHOLC) to provide virtual learning opportunities to district students. The BHOLC programming is linked to state standards and delivered by highly qualified educators. Online learning environments can serve as an adaptable and supportive learning environment for those who need flexible time, space, and curriculum options. Learning opportunities through BHOLC allow for pre-pandemic, pandemic, and post-pandemic learning that is a fit for family needs due to health and life circumstances.*	**$15,000** **$48,500**
Educator Professional Development *Instructional Coaching - Instructional coaches can help teachers focus on their individual needs in the classroom, find resources to help bring growth in teaching and learning, and they can help teachers get to a place where they are sharing best practices with one another. ... Instructional coaches can help bridge that gap.* *Continued PD on Collective Efficacy - Collegial collaboration across a school is crucial to effectively serve all students. Such collaboration brings together diverse thinkers who engage in authentic conversation that can help shift thinking, which inspires growth and learning. School leaders who create a culture of efficacy enable an ongoing process of growth, reflection, and*	**$25,000** **$20,000**

instructional improvement facilitated by meaningful and ongoing interactions within their schools.	
Continued PD on High Yield Instructional Strategies - <u>In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</u>, Robert Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels. Marzano's nine high-yield instructional strategies are summarized in the table that follows	**$20,000**
Interventions that Address Student Well-Being	
1.0 FTE 6-12 mental health counselor to increase our capacity to serve the social/emotional needs of our students.	**$60,000**
1.0 FTE School/Community Liaison (social worker) to create a bridge between the school and families to provide appropriate assistance	**$60,000**
BIMAS-2 Mental Health Screener - this mental health screener will be a foundational element of a comprehensive approach to behavioral, emotional and mental health prevention, early identification, and intervention. Early recognition and proactive interventions can lead to better outcomes for all students through mental, emotional and behavioral challenges.	**$20,000**
Strategies to Address Workforce Challenges	
Employee Assistance Program - An Employee Assistance Program (EAP) is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems.	**$20,000**
1.0 FTE 6-12 Certified Substitute Teacher - The more time substitutes invest in a school district, the better accustomed they become to district policies and procedures. Through their experience, they gain a growing proficiency with classroom management and instructional techniques that allows them to better provide continuity during teacher absences. Students often feel more comfortable with substitutes they are familiar with, which is conducive to a more productive day and a higher level of learning. ESSER II funding will provide the revenue for FY22 and FY23. ESSER III will be used to provide funding in FY24.	**$60,000**
Other Priorities Not Outlined Above	
New School Website - A school's website is one of the most effective tools a school has to improve communication, engage parents, market its strengths, and build a solid, trusting reputation within its community.	**$80,000**
District Data Team – We would use this funding to compensate members of our District Data Team. As we shift our focus from simply reporting test results to using the data to improve instruction, data become essential ingredients in	**$10,500**

school improvement. We know that the effective use of data can measure student progress, evaluate program and instructional effectiveness, guide curriculum development and resource allocation, promote accountability and, most importantly, ensure that every child learns.	
Total Approximate Budget for Investments in Other Allowed Activities	**$439,000**

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 **The district plans to use a portion of ESSER III funding to support the construction of a new Career and Technical Education Center. The Center is currently in the Schematic Design phase and will transition soon into the Design Development phase. Construction documents are expected to be completed by December 2021, with the bid process starting in January 2022.**	
Project #1 *The new Career and Technical Education Center will include the following programs of study: Welding, Cabinet Making/Woodworking, Business/Finance, Medical Science, Building Trades, CAD, Automotive Technology, Information Technology, Family and Consumer Science, STEM, Tourism & Hospitality, and Law & Public Safety.* *Rationale: Increasing the number of Americans with education, skills, and training needed for the economy is a multilayered strategy. Some of the steps to achieve this goal include making teaching and learning in secondary schools more rigorous, engaging, and relevant; ensuring that more students are college and career ready; increasing high school graduation rates, especially for lower performing students; providing opportunities for youth to learn about and experience careers; and smoothing the transition to postsecondary success (Balfanz, Bridgeland, Bruse, & Hornig Fox, 2013). Increasing opportunities for students to participate in high-quality career and technical education is an existing comprehensive strategy that impacts all of them.*	**$2,008,821**
Project #2 **N/A**	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	

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
Overview *In the Spring of 2021, the Spearfish School District engaged in the strategic planning process to establish goals and objectives for the next five years. Through the process that engaged stakeholders from within the school community as well as the community at-large, the following goals and objectives were established:* ***Strategic Goal #1:*** *The Spearfish School District will provide a comprehensive, innovative education for each student to promote life, career, and post-secondary success.* ***Objectives:*** • *Ensure a guaranteed and viable curriculum is implemented for all content areas at all levels.* • *Maintain an effective system of assessment at all levels that informs instructional decision making and school improvement planning.* • *Provide research-based academic opportunities and supports for all students that will accelerate learning.* • *Educators will utilize a variety of instructional strategies and technology to engage learners.* • *Expect and support collaborative teamwork among teachers at all levels, using data to improve instructional practice and student learning.* ***Strategic Goal #2:*** *The Spearfish School District will cultivate partnerships with families and the community to support and expand learning opportunities for each student.* ***Objectives:*** • *Partner with families to provide resources to assist their students in making informed decisions regarding their education.* • *Establish community partnerships that provide students with life, career, and service learning opportunities.* • *Utilize a universal communication platform to consistently inform parents and the community of school related information.* ***Strategic Goal #3:*** *The Spearfish School District will be an inclusive and trusting community that emphasizes the principles of respect and responsibility.* ***Objectives:*** • *Provide the support necessary to students and staff to ensure a safe, positive, and inclusive learning environment.*	

• *Establish/maintain programs that promote school pride.* • *Promote student involvement, and provide opportunities for development and recognition of student leadership, character, and academic skills.* *Aside from some specific strategies identified in this ESSER III application, the district will utilize the general fund, the special education fund, and the capital outlay fund to support student and staff essential needs and initiatives as they relate to our new 2021-2026 SSD Strategic Plan. The funding sources listed will provide the revenue needed to implement the strategies necessary to achieve our goals and objectives.*	

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
Overview *A pre-existing targeted goal of SSD as a result of our comprehensive needs assessment process includes Parent Engagement in support and partnership for student learning. Compounded by the struggles of COVID operations, parent engagement is expected to be a struggle. Spearfish recognizes that parents are critical partners in student learning, and proficiency in the elementary schools is a critical indicator for high school completion and graduation.* *Identifying our at-risk learners is within our capacity based on our robust assessment and screening model already in place under our MTSS model. Providing tiered supports for learners – both in and out of the regular school day – is our charge and is the basis for our bolstered staffing model in support of RtI. Even so, not all students will close achievement gaps within the existing school day. Therefore, the increased capacity of after school supporting programs, summer programming, and need for parent partnerships is paramount.*
Missed Most In-Person *Students who did not attend traditional attendance centers, and achieved minimal gains in remote learning models will be returned to the traditional earning environment within the MTSS model and tiered supports. Using ESSER funding to provide supplemental learning activities, implement teachers for parent engagement and training events outside the contract day, and leverage parental engagement activities utilizing curriculum, software, parent-centric resources, and building relationships with parents. Academic 'boot camps' for parents, giving*

resources and strategies, and supporting the extending school day and school year of kids with their primary care givers is an important strategy to support our learners.
Did Not Participate in Remote Instruction *Students who did attend traditional attendance centers, and achieved minimal gains in remote learning models will remain in the traditional learning environment within the MTSS model and tiered supports. Using ESSER funding to provide supplemental learning activities, implement teachers for parent engagement and training events outside the contract day, and leverage parental engagement activities utilizing curriculum, software, parent-centric resources, and building relationships with parents. Academic 'boot camps' for parents, giving resources and strategies, and supporting the extending school day and school year of kids with their primary care givers is an important strategy to support our learners.*
At Risk for Dropping Out *Using ESSER funding to provide supplemental learning activities, implement teachers for parent engagement and training events outside the contract day, and leverage parental engagement activities utilizing curriculum, software, parent-centric resources, and building relationships with parents. Academic 'boot camps' for parents, giving resources and strategies, and supporting the extending school day and school year of kids with their primary care givers is an important strategy to support our learners.*

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
Overview, including the three highest priority needs that emerged from consultation *The School District received input from district stakeholders, to include students, staff, parents, administrators, and Board members on April 14th, at a Stakeholder Retreat and a Stakeholder Informational meeting on June 9th, 2021. Staff and admin discussed priorities at two District Improvement Team meetings on April 20th and May 11th, 2021. Students, parents, and staff will continue to have the ability to provide input via established channels or at pre-determined Board meetings where this plan will be reviewed.* *The three highest priorities established through stakeholder collaboration are:* *1. Provide research-based academic opportunities and supports for all students that will accelerate learning.* *2. Utilize a universal communication platform to consistently inform parents and the community of school related information.* **3.** *Provide the support necessary to students and staff to ensure a safe, positive, and inclusive learning environment.*
Students *Students will be able to engage the building administrator assigned to their building/grade level who in turn will provide the feedback to the superintendent and/or Board of Education.*
Families

Families/parents will be engaged through email notifications and/or district website prompting feedback/input on the spending plan either through electronic media to the superintendent and/or Board of Education or in person at regular scheduled Board meetings.
School and district administrators (including special education administrators) *Two monthly administrative meetings during the school year*
Teachers, principals, school leaders, other educators, school staff, and their unions *Monthly District Improvement Team meetings*
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) **N/A**
Civil rights organizations (including disability rights organizations), as applicable **N/A**
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 *Stakeholders will be engaged through email notifications and/or district website prompting feedback/input on the spending plan either through electronic media to the superintendent and/or Board of Education or in person at regular scheduled Board meetings.*
The public *The public will be engaged through email notifications and/or district website prompting feedback/input on the spending plan either through electronic media to the superintendent and/or Board of Education or in person at regular scheduled Board meetings.*

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.