

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

Updated: 10/16/2023

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: Bennett County School District 3-1	Total ARP ESSER Funding Available: Total ARP ESSER Funding Available: \$7,198,289
Date of School Board Plan Approval: Board approved for a new Middle School at the June 21, 2021 School board meeting. Entire plan was approved by the Board on Oct17th, 2022.	Budgeted to Date: \$7,198,289
ARP ESSER School District Plan URL: www.bennettco.k12.sd.us	Amount Set Aside for Lost Instructional Time: \$1,439,658.00

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
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Overview	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	

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>The Bennett County School District was able to hold in-person learning throughout the entire 2021-2022 school year. To support the needs of all students, the BCSD also offered Distance Learning options for students. Through the dedicated collaborative effort among our staff, the BCSD was able to limit the negative effects of the pandemic on student learning. As we move into the 2022-2023 school year, the BCSD will continue to work in a concerted effort to support all students and staff throughout the journey to focus on moving forward and combatting any noted learning loss. The BCSD will use NWEA, Aimsweb, Ren Learn as well as the SBAC end of year assessment data to identify learning gaps and to target specific needs of individual students in grades K-12. Curriculum maps from the school district will show what standards were missed and that need to be addressed at each grade level.</p> <p>The BCSD Chronic absenteeism rate (students missing 30+ days of school) has been reviewed. Reasons for the absences varied greatly from quarantine, isolation, family choice and others out of the control of the school district. With the increased chronic absenteeism, we anticipate that students will have learning gaps that we will address through the below indicated resources/tools.</p>		
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p>Aimsweb, RenLearn, NWEAMaps are assessments we use to identify learning gaps and then target specific needs for individual students in grades K-12.</p>		\$20,000

<p>Special Education assessments - TOWL-Test of Early Written Language; TEMA-Test of Early Mathematics; Test of Written Language; GORT Version 4; Shaylitz Dyslexia Screening tool; Woodcock Oral and Written Language Evaluation are all assessments that will be used to identify and target specific needs for individual special education students.</p>	\$15,000
<p>Updated Curriculum material for math (2022), ELA(2023), Social Studies (2023), Science/STEM (2022); Second Step Curriculum—We also have purchased CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p>	\$50,000
<p>Online CTE courses; Odysseyware licenses will be purchased to reengage students whom have missed out on credits and may be at risk of dropping out.</p>	\$15,000
<p>Research Based Interventions (EX:-IXL, Successmaker, Heggerty's and Reading Plus) will be used to address identified individual needs for academics and provide support to all students no matter their learning level. Also, the Second Step curriculum will be used K-8 to address social-emotional learning needs.</p>	\$30,000
<p>Opportunities for Extended Learning (eg., summer school, afterschool) Esser III monies will be used to continue our after school tutoring, Friday School tutoring, high-dose tutoring, and also to fund our summer school programs and credit recovery program. It will also be used to provide for additional bussing and or transportation so that students can attend the above mentioned programs.</p>	\$125,000
<p>Equipment and/or Supplies Chromebooks for students; IMACS and MacBooks for Staff; Switches to Maintain Infrastructure Needs</p>	\$140,858
<p>Additional FTE</p> <ol style="list-style-type: none"> 1. Math and Reading Intervention Staff (2)— The BCSD will seek to hire additional intervention staff to assist across the district with students whom have learning loss 2. School Counselor (1) and School Social Worker (1)—The BCSD will seek to hire an additional school counselor at the MS and HS level. Student well-being is so important in the success of students. Additional counselors and social workers will be able to provide the necessary support to students and their families in promoting positive mental wellness. 3. Nurse (1)—The BCSD hired an additional nurse during the 2019-2020 school year and will continue this throughout the next 2 years to assist our students, staff and families with health needs 4. Special Education Teacher (1)—The BCSD will seek to hire additional SPED staff to lighten the case load of current staff which in turn will allow staff to ensure that each individual student is meeting their goals. 5. Paraprofessionals (SPED and General Education (3)—The BCSD will seek to hire additional para professionals to support the certified teaching staff in meeting the academic and social-emotional needs of students. 	\$893,800

<p>Other Priorities Not Outlined Above</p> <p>Educator Professional Development— Determining the effectiveness of PD on student achievement can be challenging. A study by McRel which can be found at https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf indicated the following:</p> <p>The report found that teachers who receive substantial professional development—an average of 49 hours in the nine studies-can boost their student’s achievement by about 21 percentile points.</p> <p>Professional Development Opportunities for Staff</p> <ul style="list-style-type: none"> • AMLE Conference • Innovative Summit • Ruby Payne-Emotional Poverty • Classroom Instructional Strategies • Individualized Staff PD Needs focused on closing the learning gap • Subject specific PD to directly match needs identified during the teacher evaluation process • McRel—Classroom Instruction that Works and the Power Walkthrough 	\$150,000
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$1,439,658

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	<p>Hiring Intervention Staff to work K-12 with students whom have fallen behind due to COVID-19. These Intervention staff will work in the areas of math and Reading/ELA to help students whom are experiencing learning loss. Intervention will be flexible to accommodate all students needs and to ensure equal access during the school day.</p> <p>Use of Assessments and progress monitoring tools (Aimsweb; RenLearn; NWEA) across the BCSD will allow us to identify and target specific needs on an individualized basis for all students. Success of the interventions mentioned (IXL, Successmaker, Reading Plus) will be measured by these assessments</p>	<p>The need for additional mental health resources for our youth in South Dakota and across the nation has been well documented. This need is also evident in the Bennett County School District.</p> <p>Bennett County School District has 1 certified counselor (K-5). We have a social worker and will be actively searching to add an additional school counselor at the MS and HS for the 2022-2023 and 2023-2024 school year.</p> <p>We also have 2 school nurses to work with students experiencing social, emotional and mental health needs.</p>

	<p>Using CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p> <p>Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of identified individualized targeted student needs.</p> <p>Summer Credit recovery at the HS level will continue to be implemented to reach those individuals who have been identified at risk of dropping out of school.</p> <p>Providing online CTE Courses for HS students to complement our course offerings and to reengage students.</p>	<p>We also work closely with our local healthcare facilities and regional (Behavioral Management Systems) to provide options for our students and families in crisis.</p>
Students from low income families	<p>Hiring Intervention Staff to work K-12 with students whom have fallen behind due to COVID-19. These Intervention staff will work in the areas of math and Reading/ELA to help students whom are experiencing learning loss. Intervention will be flexible to accommodate all students needs and to ensure equal access during the school day.</p> <p>Use of Assessments and progress monitoring tools (Aimsweb; RenLearn; NWEA) across the BCSD will allow us to identify and target specific needs on an individualized basis for all students. Success of the interventions mentioned (IXL, Successmaker, Reading Plus) will be measured by these assessments</p> <p>Using CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p> <p>Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of identified individualized targeted student needs.</p> <p>Summer Credit recovery at the HS level will continue to be implemented to reach those</p>	<p>The need for additional mental health resources for our youth in South Dakota and across the nation has been well documented. This need is also evident in the Bennett County School District.</p> <p>Bennett County School District has 1 certified counselor (K-5). We have a social worker and will be actively searching to add an additional school counselor at the MS and HS for the 2022-2023 and 2023-2024 school year.</p> <p>We also have 2 school nurses to work with students experiencing social, emotional and mental health needs.</p> <p>We also work closely with our local healthcare facilities and regional (Behavioral Management Systems) to provide options for our students and families in crisis.</p>

	<p>individuals who have been identified at risk of dropping out of school.</p> <p>Providing online CTE Courses for HS students to complement our course offerings and to reengage students.</p>	
Students of color	<p>Hiring Intervention Staff to work K-12 with students whom have fallen behind due to COVID-19. These Intervention staff will work in the areas of math and Reading/ELA to help students whom are experiencing learning loss. Intervention will be flexible to accommodate all students needs and to ensure equal access during the school day.</p> <p>Use of Assessments and progress monitoring tools (Aimsweb; RenLearn; NWEA) across the BCSD will allow us to identify and target specific needs on an individualized basis for all students. Success of the interventions mentioned (IXL, Successmaker, Reading Plus) will be measured by these assessments</p> <p>Using CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p> <p>Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of identified individualized targeted student needs.</p> <p>Summer Credit recovery at the HS level will continue to be implemented to reach those individuals who have been identified at risk of dropping out of school.</p> <p>Providing online CTE Courses for HS students to complement our course offerings and to reengage students.</p>	<p>The need for additional mental health resources for our youth in South Dakota and across the nation has been well documented. This need is also evident in the Bennett County School District.</p> <p>Bennett County School District has 1 certified counselor (K-5). We have a social worker and will be actively searching to add an additional school counselor at the MS and HS for the 2022-2023 and 2023-2024 school year.</p> <p>We also have 2 school nurses to work with students experiencing social, emotional and mental health needs.</p> <p>We also work closely with our local healthcare facilities and regional (Behavioral Management Systems) to provide options for our students and families in crisis.</p>
English learners	<p>This subgroup is not present in the student population</p>	<p>This subgroup is not present in the student population</p>

<p>Children with disabilities</p>	<p>Hiring Intervention Staff to work K-12 with students whom have fallen behind due to COVID-19. These Intervention staff will work in the areas of math and Reading/ELA to help students whom are experiencing learning loss. Intervention will be flexible to accommodate all students needs and to ensure equal access during the school day.</p> <p>Use of Assessments and progress monitoring tools (Aimsweb; RenLearn; NWEA) across the BCSD will allow us to identify and target specific needs on an individualized basis for all students. Success of the interventions mentioned (IXL, Successmaker, Reading Plus) will be measured by these assessments</p> <p>Using CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p> <p>Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of identified individualized targeted student needs.</p> <p>Summer Credit recovery at the HS level will continue to be implemented to reach those individuals who have been identified at risk of dropping out of school.</p> <p>Providing online CTE Courses for HS students to complement our course offerings and to reengage students.</p>	<p>The need for additional mental health resources for our youth in South Dakota and across the nation has been well documented. This need is also evident in the Bennett County School District.</p> <p>Bennett County School District has 1 certified counselor (K-5). We have a social worker and will be actively searching to add an additional school counselor at the MS and HS for the 2022-2023 and 2023-2024 school year.</p> <p>We also have 2 school nurses to work with students experiencing social, emotional and mental health needs.</p> <p>We also work closely with our local healthcare facilities and regional (Behavioral Management Systems) to provide options for our students and families in crisis.</p>
<p>Students experiencing homelessness</p>	<p>Hiring Intervention Staff to work K-12 with students whom have fallen behind due to COVID-19. These Intervention staff will work in the areas of math and Reading/ELA to help students whom are experiencing learning loss. Intervention will be flexible to accommodate all students needs and to ensure equal access during the school day.</p> <p>Use of Assessments and progress monitoring tools (Aimsweb; RenLearn; NWEA) across the BCSD will allow us to identify and target specific needs on an individualized basis for all students.</p>	<p>The need for additional mental health resources for our youth in South Dakota and across the nation has been well documented. This need is also evident in the Bennett County School District.</p> <p>Bennett County School District has 1 certified counselor (K-5). We have a social worker and will be actively searching to add an additional school counselor at the MS and HS for the 2022-2023 and 2023-2024 school year.</p>

	<p>Success of the interventions mentioned (IXL, Successmaker, Reading Plus) will be measured by these assessments</p> <p>Using CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p> <p>Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of identified individualized targeted student needs.</p> <p>Summer Credit recovery at the HS level will continue to be implemented to reach those individuals who have been identified at risk of dropping out of school.</p> <p>Providing online CTE Courses for HS students to complement our course offerings and to reengage students.</p>	<p>We also have 2 school nurses to work with students experiencing social, emotional and mental health needs.</p> <p>We also work closely with our local healthcare facilities and regional (Behavioral Management Systems) to provide options for our students and families in crisis.</p>
Children in foster care	<p>Hiring Intervention Staff to work K-12 with students whom have fallen behind due to COVID-19. These Intervention staff will work in the areas of math and Reading/ELA to help students whom are experiencing learning loss. Intervention will be flexible to accommodate all students needs and to ensure equal access during the school day.</p> <p>Use of Assessments and progress monitoring tools (Aimswest; RenLearn; NWEA) across the BCSD will allow us to identify and target specific needs on an individualized basis for all students. Success of the interventions mentioned (IXL, Successmaker, Reading Plus) will be measured by these assessments</p> <p>Using CHALK, a lesson planning and curriculum mapping tool, will allow us to identify any gaps in our curriculum and then will allow us to review and locate curricular materials to address these concerns.</p> <p>Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of</p>	<p>The need for additional mental health resources for our youth in South Dakota and across the nation has been well documented. This need is also evident in the Bennett County School District.</p> <p>Bennett County School District has 1 certified counselor (K-5). We have a social worker and will be actively searching to add an additional school counselor at the MS and HS for the 2022-2023 and 2023-2024 school year.</p> <p>We also have 2 school nurses to work with students experiencing social, emotional and mental health needs.</p> <p>We also work closely with our local healthcare facilities and regional (Behavioral Management Systems) to provide options for our students and families in crisis.</p>

	<p>identified individualized targeted student needs.</p> <p>Summer Credit recovery at the HS level will continue to be implemented to reach those individuals who have been identified at risk of dropping out of school.</p> <p>Providing online CTE Courses for HS students to complement our course offerings and to reengage students.</p>	
Migratory students	This subgroup is not present in the student population	This subgroup is not present in the student population

**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	
<p>Academic Supports</p> <p>Research Based Interventions (EX:-IXL, Successmaker, Heggerty's and Reading Plus) will be used to address identified individual needs for academics and provide support to all students no matter their learning level.</p>	
<p>Educator Professional Development</p> <p>Professional Development Opportunities for Staff</p> <ul style="list-style-type: none"> • AMLE Conference • Innovative Summit • Ruby Payne-Emotional Poverty • Classroom Instructional Strategies • Individualized Staff PD Needs focused on closing the learning gap • Subject specific PD to directly match needs identified during the teacher evaluation process • McRel—Classroom Instruction that Works and the Power Walkthrough 	

Interventions that Address Student Well-Being Second Step curriculum will be used K-8 to address social-emotional learning needs. A social worker was hired for 6-12 th grade to address the mental health needs.	
Strategies to Address Workforce Challenges Bennett County School district advertises for any open position on the SD Teacher Placement, the local newspaper, and also on our website. We have struggled to find quality applicants for Special Education, Intervention, and Paraprofessionals.	
Other Priorities Not Outlined Above Before and after school tutoring, high dose tutoring , Friday tutoring, and summer school will be used to accelerate learning of identified individualized targeted student needs.	
Total Approximate Budget for Investments in Other Allowed Activities	

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	
Project #1 The Bennett County School District currently educates the students in grades 6-8 in the old 1937 original high school. The school layout is not conducive to CDC recommended social distancing. The current 2 story building is not handicap accessible. The flow hinders academic progress through lost instructional time as students spend extra time getting to and from classes, lunch and special classes. The current heating and cooling system will not allow us to increase or meet the recommended air exchange. The Bennett County School District would like to design and construct a new middle school that would be approximately 20,000 square feet. This new building would be added to our current high school facility that has just added a new cafeteria, band room, gym and fitness center. This new facility would allow for larger classrooms, state of the art HVAC system, easy access to all specials class room (PE, Band) and the cafeteria without having to go outside or be bussed. This would allow for better pandemic preparedness as well as better use of time during the day to combat learning loss. The district has secured an architect firm to design the facility. According to the timeline submitted by the architect firm to the Bennett County School District, if approved, we could break ground in April of 2023 with a complete on date of April 2024, which will allow us to fully comply with the requirements set by the ARP ESSER funds. In addition to the ARP ESSER funds, the Bennett County School District will utilize ESSER II and Impact Aid funds to	

complete this project. The total cost of the project is estimated to be between \$5,350,000-\$6,350,000.	
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$5,758,631

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 The Bennett County School District will support student needs and district initiatives with a variety of other funding sources including Title I, Impact Aid and also Cares Act and Esser II monies. We will use the above mentioned funding sources to provide resources, additional staffing, professional development and any other needs that arise.	

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.

Narrative
Overview As mentioned previously, our chronic absenteeism rate jumped during the 2020-2021 and the 2021-2022 school years. We anticipate students that missed 30+ days will need to be identified, reengaged and supported to get back on track. We will utilize our mental health team (social worker, school counselor, student success coordinator, human services staff, administration, community mental health partners) to reach out to families of students that missed most in-person and were not successful in remote instruction or are at risk for dropping out. The team will then implement a plan for individual students/ families to assist them to getting back on track. We will also use or funds for assessing where students are, identify learning

gaps and provide individualized interventions to address these gaps. This team will also identify those students that are at risk for dropping out and develop, implement and evaluate a plan that meets each individual students circumstances. This might include summer school, online CTE courses, participating in the JAG school program, and also using Odysseyware program for credit recovery.

Missed Most In-Person

Since the 2019-2020 school year and each year thereafter, the BCSD administrators and support staff continue to work closely with students and families when students had to be absent from school. This approach helped to minimize the learning loss of students that missed the most in-person school days. Students at the High School also received an opportunity for credit recovery during the summer. At MGS and the BCMS, summer school is held to reengage students and to actively address learning loss. We will continue to provide these services.

Did Not Participate in Remote Instruction

The BCSD administration and support staff worked closely with students whom signed up for Distance Learning but were not being successful. Overall, the majority of those students that were not participating returned to in person and every effort was made to minimize the effects of this non-participation. We will continue to use the above mentioned approaches to reengage students whom did not participate in remote instruction.

At Risk for Dropping Out

Students at risk for dropping out were and will continue to be offered opportunity for credit recovery at the high school. Those students identified will be assisted with developing a plan for successful completion of the SD DOE graduation requirements.

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> <ol style="list-style-type: none"> 1. Develop trust between school staff and families to build positive relationships. 2. Develop/Implement Mental Health Support for our students and staff 3. Develop meaningful content with engaging instructional strategies; including consistent lesson planning and curriculum mapping. <p>Below is how we did and will continue to engage in meaningful consultation with stakeholders.</p>
<p>Students</p> <p>Continued and ongoing discussion with students occurred with the building principals. This information was used to guide our district through curriculum needs, maintaining in-person instruction through the school year and also through important events such as homecoming, prom, graduation, school concerts etc.</p>

Families

During the pandemic, there were Parent Engagement meetings held to discuss the Return to School plan, struggles that students and families were having, and planning for the upcoming year as to the needs of students and families. Also, the BCSD held monthly school board meetings to conduct the regular business and also there is a time available for public comment for concerns or struggles that were happening due to the pandemic. Also, the BCSD regularly communicates grades and assignments through Infinite Campus. The BCSD also uses its website, Facebook page, APP and also Campus messenger to communicate with families of happenings

School and district administrators (including special education administrators)

The Superintendent holds administrator meetings at a minimum twice monthly and more often as needed during the pandemic. These meetings are used to keep everyone up to date at to address potential issues and or concerns that are arising; problem solve to be proactive. These meetings were very instrumental in the success that the BCSD had in keeping the school in person for student learning.

Teachers, principals, school leaders, other educators, school staff, and their unions

The building principals met with their Building Leadership Teams to visit about concerns that were arising with the pandemic and how we were going to transition from being completely online from March 13, 2020 to going to in person learning. Then the Superintendent, building administrators and building leadership teams met to further plan. Building principals have monthly staff meetings and also other dedicated time throughout the year to discuss COVID and address and educational concerns and or positives. Also these meetings were used to determine building needs, staff morale and if changes were needed. We host quarterly PD, Curriculum, and technology committee meetings as well to discuss upcoming needs for the current and following years. This year, all schools went through the CNA (comprehensive Needs Assessment) to further determine need and set goals for the upcoming years in terms of academics, SEL and staff professional development. Inservice days are also used to focus on professional development and school building goals.

Tribes (for affected LEAs under Section 8538 of the ESEA; see [here](#) for more detail)

All parents and community members are welcome to attend all Indian Education Grant meetings, Parent Engagement meetings, Impact Aid hearing meeting and school board meetings. These meetings allow for timely and meaningful consultation as to programs and plans being implemented. Open communication is kept between the Superintendent and the Oglala Tribal Education Director.

Civil rights organizations (including disability rights organizations), as applicable

NA

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

During the pandemic, there were Parent Engagement meetings held to discuss the Return to School plan, struggles that students and families were having, and planning for the upcoming year as to the needs of students and families. Also, the BCSD held monthly school board meetings to conduct the regular business and also there is a time available for public comment for concerns or struggles that were happening due to the pandemic. The Special Education Director and staff keep in very close contact with all families of students with disabilities.

The public

As mentioned above, during the pandemic there were open public meetings to discuss the Return to School plan, continued Parent engagement meetings, and also monthly school board meetings to hear from the public as to any concerns on the educational or family concerns because of the pandemic. We also use our website, Facebook page, APP, local newspaper to keep everyone informed of upcoming events, activities etc.

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.