

**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: Lennox School District 41-4	Total ARP ESSER Funding Available: \$756,639
Date of School Board Plan Approval: August 09, 2021	Budgeted to Date: \$594,564
ARP ESSER School District Plan URL: https://www.lennox.k12.sd.us/o/lennox/browse/136001	Amount Set Aside for Lost Instructional Time: \$168,094

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 Past funds received through ESSER I and CRF were used for PPE. We have an adequate supply of PPE remaining and will not use ARP/ESSER III funds for these purchases. We will use a portion of ESSER III funds to continue with HVAC improvements throughout the district, specifically the LWC Intermediate school. This project is being done to improve air exchange and quality of air for the purpose of mitigating COVID-19 and other airborne illnesses.</p>	
<p>Equipment and/or Supplies The current HVAC systems under consideration are hot water unit ventilators, the gymnasium air handler and a large VAV rooftop unit that are all at the end of their useful life and no longer able to provide proper ventilation and/or filtration. We are also replacing the fluorescent lighting with LED lighting with the cost offset by a 25% reduction in the size of the HVAC capacities. Specific bipolar ionization technology will be added to the rooftop system for additional Covid-19 mitigation.</p>	\$347,750
<p>Additional FTE</p>	
<p>Other Priorities Not Outlined Above Engineering Fees per Area: Lennox Intermediate</p> <p>Worthing and Lennox Elementary Schools *Note: The fees for this project relate to services proposed to be expended under ESSER II.</p>	\$27,820.00
<p>Total Approximate Budget for Mitigation Strategies</p>	\$50,900
	\$426,470

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education’s FAQ](#) A-10 and C-2; districts may also consult the department’s Evidence Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p> <p>With the exception of quarter four of the 2019-2020 school year, in-person instruction has been available to all students of the Lennox School District throughout the duration of the pandemic. We continue to utilize NWEA MAP assessments to target instructional support and provide instruction aligned to individual student needs at all grade levels. Our elementary schools utilize a tiered approach to instruction and intervention through their walk-to-read and walk-to-math programs. Title I funding generally supports tier three interventions, but in recent years, Title I funding has diminished. We intend to utilize ARP/ESSER III funds to support tier three instruction and intervention by hiring 1.5 FTE that will provide direct support to our most vulnerable populations. Additionally, we observed a slight decrease in ACT test results, which have the potential to cost students thousands of dollars in scholarship money and/or the need to take costly remedial course work. Lastly, we understand the need to develop the whole student and ensure each student is ready to learn through SEL support.</p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <ol style="list-style-type: none"> 2022-2023 school year: ACT college prep course work through Sylvan for juniors and seniors taking the ACT 2022-2023 school year: Mental health and substance abuse counseling services through Carroll Institute to support SEL 	<p>\$32,000</p> <p>\$50,000</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p>	
<p>Equipment and/or Supplies</p>	
<p>Additional FTE</p> <p>2022-2023 school year: 1 FTE at Worthing Elementary, educational specialist and .5 FTE at Lennox Elementary, educational specialist. These positions are to support tier three interventions and replace lost support through Title I. We will utilize our NWEA MAP assessments to target support in math and reading for students who demonstrate performance that is below benchmark.</p>	<p>\$86,094</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$168,094</p>

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
<p>All students</p>	<p>Elementary: All students who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: All Juniors and Seniors, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p> <p>All students in the Lennox School 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for all students to address student mental health needs, substance abuse, and bullying.</p> <p>All students in the Lennox School 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website</p>

<p>Students from low income families</p>	<p>Elementary: Students from low-income families who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: Junior and Senior students from low-income families, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p> <p>Students from low-income families 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district’s complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for students from low-income families to address mental health needs, substance abuse, and bullying.</p> <p>Students from low-income families 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district’s complaint procedures. Notice of non-discrimination is posted on our website.</p>
<p>Students of color</p>	<p>Elementary: Students of color who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for students of color to address mental health needs, substance abuse, and bullying.</p>

	<p>High school: Junior and Senior students of color, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p> <p>Students of color 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>The Lennox Board of Education has adopted policies and procedures to ensure equal access to its programs. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures.</p> <p>Students of color 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>
<p>English learners</p>	<p>Elementary: English Language Learners who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: Junior and Senior English Language Learners, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for English Language Learners to address student mental health needs, substance abuse, and bullying.</p> <p>English Language Learners will have equal access to these resources. To ensure equitable access to and participation in federally assisted programs for students, teachers, and</p>

	<p>English Language Learners 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>other program beneficiaries, the Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>
<p>Children with disabilities</p>	<p>Elementary: Children with disabilities who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: Junior and Senior students with disabilities, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p> <p>Children with disabilities 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for students with disabilities to address student mental health needs, substance abuse, and bullying.</p> <p>Children with disabilities 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's</p>

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<p>Students experiencing homelessness</p>	<p>Elementary: Students experiencing homelessness who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: Junior and Senior students experiencing homelessness, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p> <p>Students experiencing homelessness 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for students experiencing homelessness to address student mental health needs, substance abuse, and bullying.</p> <p>Students experiencing homelessness 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>

<p>Children in foster care</p>	<p>Elementary: Children in foster care who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: Juniors and Seniors, who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can take a district provided ACT prep course through Sylvan.</p> <p>Students in foster care 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district’s complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for children in foster care to address student mental health needs, substance abuse, and bullying.</p> <p>Students in foster care 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district’s complaint procedures. Notice of non-discrimination is posted on our website.</p>
<p>Migratory students</p>	<p>Elementary: Migratory students who demonstrate learning regression as measured by NWEA MAP assessments may qualify for additional supports provided by the educational specialist charged with the task of providing tier three interventions.</p> <p>High school: Junior and Senior migratory students who have taken our college preparatory coursework but have not obtained a comprehensive ACT score of 24, can</p>	<p>Lennox School District has contracted additional support services through the Carroll Institute to serve the SEL needs of all students. In collaboration with school counselors, the Carroll Institute will customize supports for migratory students to address student mental health needs, substance abuse, and bullying.</p> <p>Migratory students will have equal access to these resources. To</p>

	<p>take a district provided ACT prep course through Sylvan.</p> <p>Migratory students 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 Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>	<p>ensure equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries, the Lennox Board of Education has adopted policies and procedures to ensure that gender, race, national origin, color, disability, or age are not barriers to access and participation. Any person who believes they have been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures. Notice of non-discrimination is posted on our website.</p>
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**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 N/A	
Academic Supports	
Educator Professional Development	
Interventions that Address Student Well-Being	
Strategies to Address Workforce Challenges	
Other Priorities Not Outlined Above	
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 The CDC continually references sufficient air exchange and air quality improvements as a means for mitigating the spread of COVID-19. As such, the school district proposes to use a portion of ARP/ESSER III funds to improve air exchange and air quality in its school buildings.	
Project #1 LWC Intermediate School: The current HVAC systems under consideration are hot water unit ventilators, the gymnasium air handler and a large VAV rooftop unit that are all at the end of their useful life and no longer able to provide proper ventilation and/or filtration. We are also replacing the fluorescent lighting with LED lighting with the cost offset by a 25% reduction in the size of the HVAC capacities. Specific bipolar ionization technology will be added to the rooftop system for additional Covid-19 mitigation.	\$426,470
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$426,470

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 Lennox School District has strategically utilized CRF, ESSER I, ESSER II, and now ESSER III funds to support COVID-19 mitigation strategies and to respond to student needs because of the pandemic. CRF and ESSER I funds were predominantly used to initially respond to the pandemic by purchasing adequate PPE supplies and technology for distance learning. ESSER II funds were predominantly earmarked for instructional support and HVAC improvements to ensure long-lasting air quality exchange. With adequate PPE supplies and technology in place, we intend to utilize ESSER III funds to not only continue with air quality improvements within our buildings, but to address the ongoing instructional and mental health needs of our students. Section two of this document outlines how ESSER III funds will be used to address learning loss and mental health needs of students.</p>	<p>\$168,094</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:
- 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
<p>Overview With the exception of quarter four of the 2019-2020 school year, in-person instruction has been available to all students of the Lennox School District throughout the duration of the pandemic. During the 2020-2021 school year, Lennox School District offered online instruction through Black Hills Online Learning for those who were not comfortable attending in-person. Approximately two percent of students chose this option. As we start the 2021-2022 school year, an online option will not be available unless specified in a student’s IEP. In all cases, the district utilizes NWEA MAP assessments to target instructional support and provide instruction aligned to individual student needs at all grade levels. Certified school counselors are charged with the responsibility of identifying student’s social and emotional needs. We added the support of Carroll Institute to ensure each student’s social and emotional needs are met.</p>
<p>Missed Most In-Person Approximately 2% of the student population chose remote learning during the 2020-2021 school year. These students will be assessed for academic progress and social and emotional well-being. ARP/ESSER III funds allow us the opportunity to integrate additional supports to meet instructional and social/emotional needs of the student as described in this document.</p>
<p>Did Not Participate in Remote Instruction Approximately 98% of students did not participate in remote instruction during the 2020-2021 school year. These students will be assessed for academic progress and social and emotional well-being. ARP/ESSER III funds allow us the opportunity to integrate additional supports to meet instructional and social/emotional needs of the student as described in this document.</p>
<p>At Risk for Dropping Out Students at risk for dropping out will be assessed for academic progress and social and emotional well-being. ARP/ESSER III funds allow us the opportunity to integrate additional supports to meet instructional and social/emotional needs of the student as described in this document.</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>Throughout the pandemic, Lennox School District has been very transparent with its communication to stakeholder regarding its COVID-19 case numbers, protocols, and mitigation strategies using its website and Infinite Campus messenger system. The return-to-learn and expenditure of ESSER and CRF funds have been agenda items at every school board meeting since the beginning of the pandemic. More specifically, the June 2021 and July 2021 board meetings included a discussion item specific to the proposed expenditure of ARP/ESSER III funds. During these meetings the following priorities emerged:</p> <ol style="list-style-type: none"> 1. The need for additional mental health supports 2. Instructional support for tier three students and ACT prep for juniors and seniors 3. Address aging HVAC components and ensure quality air exchange
<p>Students</p> <p>The district has and will continue to seek student input from students through direct conversations with individual students and student organizations and through surveys.</p>
<p>Families</p> <p>The district will continue to communicate and seek input through its website and messenger system, solicit feedback at its school board meetings, and utilize surveys.</p>
<p>School and district administrators (including special education administrators)</p> <p>The district will continue to communicate and seek input from administrators at bi-weekly administrative meetings led by the superintendent and solicit feedback at school board meetings.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>The district will continue to communicate and seek input from teachers, principals, school leaders, other educators, and school staff at staff meetings, through the use of surveys, and input provided at school board meetings.</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>The district will solicit and encourage input from civil rights organizations at its school board meetings.</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>All stakeholders are encouraged to attend and offer input at school board meetings during the public comments section of every regular board meeting and/or during a specified agenda item pertaining to the discussion of the safe return-to-learn plan or expenditure of ESSER III funds.</p>
<p>The public</p> <p>All stakeholders are encouraged to attend and offer input at school board meetings during the public comments section of every regular board meeting and/or during a specified agenda item pertaining to the discussion of the safe return-to-learn plan or expenditure of ESSER III funds.</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.