

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

Updated: 6/9/2021

Date of Last Review: 6/9/21

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: Bon Homme School District 4-260-6	Total ARP ESSER Funding Available: \$968,496
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$218,682
ARP ESSER School District Plan URL: https://www.bonhomme.k12.sd.us/Content/22	Amount Set Aside for Lost Instructional Time: \$193,699

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

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 data-bbox="248 1360 358 1386">Overview</p> <p data-bbox="248 1392 586 1417"><u>Determining Academic Impact</u></p> <p data-bbox="248 1423 1365 1612"><i>The Bon Homme School District was in session for the entire 2020-21 school term. During that school term, test score comparisons in Dibels (Reading) and Acadience Math were made between 2019-20 and those in 2020-21. These comparisons indicated a negative impact in learning caused by the 2020 spring shutdown. As well, student success at the high school level was compared between the 2019-20 and the 2020-21 school terms. The district found a significant increase in the number of failing grades issued at the conclusion of the 2020-21 school term, versus 2019-20.</i></p> <p data-bbox="248 1650 964 1675"><u>Details for how interventions will address specific learning issues</u></p> <p data-bbox="248 1682 1321 1839"><i>From test comparisons for the above mentioned school terms, the district will identify low achieving students in the areas of math and reading. Through interventions, learning strategies will be formulated to assist in raising scores within these areas. Due to the increased number of failing students at the high school level, individuals will be identified and referred for credit recovery, as necessary. This will help keep at-risk students on a path to graduation.</i></p> <p data-bbox="248 1877 1365 1965"><i>At the elementary level, the Bon Homme School District has addressed instructional needs by continuing to implement a summer tutoring program for students. To assist educational delivery in the classroom during the 2021-22 school term, the Bon Homme School District has also employed two half-time</i></p>	

<p><i>elementary interventionists and two full-time classroom instructors. The addition of these positions will allow for increased one-on-one instruction, as well as improving teacher/student ratios within the classroom. All teaching will center on the development of Marzano and Hattie’s eight scientifically based strategies. These include a clear focus on the lesson, overt instruction, student engagement with content, providing feedback, multiple exposure to material, application of knowledge, collaboration for student activity and building student self-efficacy.</i></p> <p><i>Additionally, steps have been taken to address learning loss for secondary level “at risk” students. During the summer of 2021, a “Credit Recovery” program was established to provide opportunities for students who previously failed courses in their high school curriculum. This program is designed to keep students on a path to graduation. During the 2021-22 school term, Bon Homme School District will hire a “Credit Recovery” coordinator. The accredited online instruction program used will be Edgenuity. This program will assist students in making up lost instruction, while congruently maintaining a regular classroom schedule.</i></p>	
<p>Specific Evidence-Based Interventions (eg., curriculum, assessments)</p> <p><i>The Bon Homme District uses a variety of curriculum and assessments, which are funded annually through our general fund. These include Accelerated Reader, Turn-It-In, Phonics Screener, Saxon Phonics, Acadience Math, IXL, Aimsweb, Dibels, RTI, Curriculum from Florida Center for Reading Research, Program Phonics, etc. As mentioned above, our two primary testing bench marks will be Dibels for reading and Acadience Math. Our newly hired interventionists will focus on improving math and reading scores during the 2021-22 school term. The Edgenuity package used in the “Credit Recovery” program will be purchased with ESSER III funds.</i></p>	<p>\$2000</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <p><i>As indicated above, the Bon Homme School District employed existing staff members to run both the elementary Summer School and high school “Credit Recovery” programs. A “Credit Recovery” Director will be hired to continue the program during the 2021-22 school term.</i></p>	<p>\$28,057</p>
<p>Equipment and/or Supplies</p>	<p>NA</p>
<p>Additional FTE</p> <p><i>1 FTE – Elementary Interventionist (2 half-time positions) 2 FTE Certified Instructors (Elementary Teachers) 1 FTE Credit Recovery Coordinator</i></p> <p><i>These positions will be for FY22, FY 23, FY24</i></p>	<p>\$187,625</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$217,682</p>

Investments Aligned with Student Needs

- Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the

COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.*

Population	Academic	Social, Emotional, and Mental Health
All students	<p><i>The Bon Homme School District employs a number of intervention tools to address learning loss. These programs are made available to all students who need assistance in the learning process. Students will be identified through classroom performance and test scores. Low performing students, regardless of race, color, socio economic status, academic ability, etc. will be referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual's learning deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funding has been used for summer school expenses for the summers of 2020 and 2021. This included materials, staff salaries and all "Credit Recovery" expenses.</i></p>	<p><i>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</i></p>
Students from low income families	<p><i>The Bon Homme School District employs a number of intervention tools to address learning loss. These programs are made available to all students who need assistance in the learning process. Low performing students coming from low income families, will be referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual's learning deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funds were used for 2020 and 2021 summer school expenses. This included materials, staff salaries and all "Credit Recovery" expenses.</i></p>	<p><i>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</i></p>
Students of color	<p><i>The Bon Homme School District employs a number of intervention tools to address learning loss. These programs are made available to all students who need assistance in the learning process. Low performing students of color will be referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual's learning</i></p>	<p><i>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students,</i></p>

	<p>deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid for through the general fund. ESSER III funding has been used for summer school expenses for the summers of 2020 and 2021. This has including materials, staff salaries and all “Credit Recovery” expenses.</p>	<p>as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</p>
<p>English learners</p>	<p>The Bon Homme School District employs a number of intervention tools to address learning loss. These programs are made available to all students who need assistance in the learning process. Low performing English learner students will be referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual’s learning deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funds were used for 2020 and 2021 summer school expenses. This included materials, staff salaries and all “Credit Recovery” expenses.</p>	<p>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</p>
<p>Children with disabilities</p>	<p>The Bon Homme School District employs a number of intervention tools to address learning loss. These programs are made available to all students who need assistance in the learning process. Interventionists and classroom instructors will work with the special education department in identifying student deficiencies. Strategies will be developed and executed, to address each individual’s learning deficiency. Accommodations will then be executed through intervention instruction, as needed. For children with disabilities, Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funds were used for 2020 and 2021 summer school expenses. This included materials, staff salaries and all “Credit Recovery” expenses.</p>	<p>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</p>

<p>Students experiencing homelessness</p>	<p>Currently, no homeless students are enrolled in the district. However, students in this category would be provided the same educational opportunities for students in the categories listed above. Any future low performing homeless students will be identified and referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual's learning deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funds were used for 2020 and 2021 summer school expenses. This included materials, staff salaries and all "Credit Recovery" expenses.</p>	<p>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</p>
<p>Children in foster care</p>	<p>The Bon Homme School District employs a number of intervention tools to address learning loss. These programs are made available to all students who need assistance in the learning process. Low performing foster care students will be identified and referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual's learning deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funds were used for 2020 and 2021 summer school expenses. This included materials, staff salaries and all "Credit Recovery" expenses.</p>	<p>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</p>
<p>Migratory students</p>	<p>Currently, no migratory students are enrolled in the district. However, students in this category would be provided the same educational opportunities for students in the categories listed above. Any future low performing migratory students will be identified and referred for intervention instruction, as needed. Strategies will be developed and executed, to address each individual's learning deficiency. Programs used are Reading A-Z, Accelerated Reader Programming, IXL, Aimsweb, Acadience Math, Phonics Screener, Saxon Phonics, and materials from the Florida Center for Reading</p>	<p>The Bon Homme School District currently employs two counselors and contracts counselors through with Lewis & Clark. Telehealth services are also made available to students, as needed. All students have access to these services. As well, the district will utilize MTSS to provide multi-tiered support systems for students. Funding for these has annually been expensed through the general fund. We will continue to provide services regardless of race, color, socio economic status, academic ability, etc.</p>

	<p><i>Research. These programs are executed throughout the school year and during Summer School. Annual summer school expenses have been paid through the general fund. ESSER III funds were used for 2020 and 2021 summer school expenses. This included materials, staff salaries and all "Credit Recovery" expenses.</i></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

- 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	
Academic Supports	NA
Educator Professional Development	NA
Interventions that Address Student Well-Being	NA
Strategies to Address Workforce Challenges	NA
Other Priorities Not Outlined Above	NA
Total Approximate Budget for Investments in Other Allowed Activities	NA

- 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 NA	
Project #1 NA	NA
Project #2 NA	NA
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$0

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 NA	NA

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:

The Bon Homme School District’s goal is to provide opportunities for student advancement for all K-12 students. With the addition of elementary interventionists and regular classrooms staff, concerted efforts will be made to focus on at-risk students in addressing learning loss and academic improvement. Congruently, a concerted effort will be made to re-engage at-risk secondary students in the learning process. By doing so, individuals will have an opportunity to reach their ultimate goal of graduating from high school. Targeted students will be those from the following areas:

- a. *Students who missed in-person instruction in the 2019-20 and 2020-21 school years*
- b. *Students who did not participate or participated inconsistently in remote instruction in the final quarter of the 2019-20 school term*
- c. *Students who opted to, but infrequently participated in on-line through Black Hills On-Line Virtual during the 2020-21 school term.*
- d. *Students most at risk of dropping out of school*
- e. *Students who dropped out of school during the 2020-21 school term*

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

Narrative
<p>Overview</p> <p><i>The Bon Homme School District tracks general student attendance data via Infinite Campus. The District tracks student academic progress via the following avenues: (a) grade book data, (b) South Dakota Smarter Balanced Assessment data, (c) teacher data and observations, and (d) various classroom assessment data. All data points inform educators and district educators of student progress and future learning efforts. The Bon Homme School District administrative team meets with building teachers to review attendance patterns, grade data, assessment data, family needs and other factors that appear to inhibit student success. School-wide data reviews allow buildings to identify programming, emergent trends, and professional development themes needed for school improvement efforts (e.g., efforts documented via Elementary Title compliance and the School Improvement Plans). Through a Comprehensive Needs Assessment, curriculum mapping efforts have taken place to eliminate potential gaps in our K-12 curriculum. The Bon Homme School District's South Dakota DOE Report Card may be viewed at the following link: bonhomme.k12.sd.us. During the 2020-21 school year, a very small percentage of students participated in virtual learning. Most of the students who did participate in semester one, returned to school in the second semester. High school students who did not fully participate during March 2020 through May 2020, returned to school for the 2020-2021 school year. However, some individuals quit school when they turned of legal age to do so. A concerted effort will be made to re-engage these individuals on a path to graduation during the 2021-22 school year.</i></p>
<p>Missed Most In-Person</p> <p><i>The Bon Homme School District remained fully open in the 2020-2021 school year. Consequently, major attendance issues did not exist. Since the district is on a four day per week school calendar, students who miss instructional days are afforded the opportunity to receive one-on-one instruction on Tutor Fridays throughout the school term. As well, the district wide PBIS team coordinates mitigation strategies for students who fail to complete school work. Credit recovery opportunities were offered to students in the summer of 2021 and continue to be offered in the 2021-22 school term.</i></p>
<p>Did Not Participate in Remote Instruction</p> <p><i>The Bon Homme School District remained fully open in the 2020-2021 school year. The district paid tuition for a small group of students, who elected to participate in remote learning through <u>Black Hills On-Line Learning</u>. The overwhelming majority of students elected to pursue in-person learning and attended school on a daily basis.</i></p>
<p>At Risk for Dropping Out</p> <p><i>Students who are at risk of dropping out of school have the opportunity to participate in the district's credit recovery program. Counseling services, as well as one-on-one instruction time are also available to students.</i></p>

Stakeholder Consultation:

- Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

Consultation Plan:

- The proposed plan was placed on the school website and the public was notified of its availability for public viewing. Discussion took place on proposed elements of the plan, during two separate school board meetings. Patrons were afforded the opportunity to offer input, during these discussions. Once input was received, adjustments were made to the plan. It was then reposted on the school website for public viewing. The document remains a work in progress, so community input will continue to be encouraged at board meetings. As well, the superintendent will be available to stakeholders wishing to provide input.*

Narrative
<p>Overview, including the three highest priority needs that emerged from consultation <i>The three established priorities in the district are starting school in as normal fashion as possible, addressing student learning loss and improving student/teacher ratios within large elementary grade level groups, by reducing class sizes.</i></p>
<p>Students <i>Through student council meetings, grade level meetings and discussions with classroom teachers, students have been and continue to be afforded opportunities in providing input regarding educational needs in the district.</i></p>
<p>Families <i>Through district wide <u>Needs Assessment Surveys</u> and open forum discussions in school board meetings, families have been afforded the opportunity to provide input.</i></p>
<p>School and district administrators (including special education administrators) <i>Administrative meetings have been and continue to be held on a weekly basis to provide administrators an opportunity to provide input on district wide needs. Administrators involved include the superintendent/secondary principal, elementary principal/activities director, special education director and business manager.</i></p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions <i>Building principals have conducted and continue to schedule monthly staff meetings with certified and classified staff members. Individuals are encouraged to provide input regarding district wide needs.</i></p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail) N/A</p>
<p>Civil rights organizations (including disability rights organizations), as applicable N/A</p>
<p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students <i>Through district wide <u>Needs Assessment Surveys</u> and open forum discussions in school board meetings, families have been afforded the opportunity to provide input. School officials designated to address each of the listed categories are directly involved in the formation of school planning.</i></p>
<p>The public <i>A Safe Return to Learn Committee was formed, prior to the 2020-21 school term. Members included local medical staff, school administrators, teachers, parents, counselors and school board members. The original return to Learn Plan was adjusted and posted on the school website, prior to the August 9, 2021 board meeting. Stakeholders were afforded the opportunity to provide input on the plan during the August 9, 2021 school board meeting. The same opportunity has been allowed at succeeding school board meetings. Future public input is consistently encouraged and will be allowed during the open forum segment of monthly board meetings. Upon request, the Superintendent will also be available to any stakeholder wishing to provide input.</i></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) Review is set for December 13, 2021
- June 2022 (in conjunction with Year-End Sign-off)
 - Review is set for June 13, 2022
- December 2022 (in conjunction with December Child Count)
 - Review is set for December 12, 2022
- June 2023 (in conjunction with Year-End Sign-off)
 - Review is set for June 12, 2023

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.