

**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: Todd County School District	Total ARP ESSER Funding Available: \$28,974,442
Date of School Board Plan Approval: August 9, 2021	Budgeted to Date: \$23,179,554
ARP ESSER School District Plan URL: https://www.tcsdk12.org/page/tcsd-covid-19	Amount Set Aside for Lost Instructional Time: \$5,794,888

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: N/A	
Equipment and/or Supplies	
Additional FTE	
Other Priorities Not Outlined Above	
Total Approximate Budget for Mitigation Strategies	\$0

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 TCSD will focus on providing quality interventions for students that align to evidence based instructional practices and materials. We will have a specific focus on improving student literacy and mathematics proficiency. Job-embedded professional development will be available to support the implementation of evidence-based practices and materials, which may include both virtual and face-to-face instructional coaching. Interventions will include teacher directed activities either one-on-one or with small groups of students and digital tools that can be used either at school or at home.</p> <p>Literacy For literacy, all interventions will be aligned to the science of reading, which includes a focus on phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. We will use a diagnostic assessment tools to identify skills’ that students need to develop and grow. The intervention materials also include progress monitoring tools to track growth across time. In addition, these progress monitoring tools help teachers to provide in-the-moment instruction based on students’ areas of need.</p>	

Mathematics

Intervention materials will be used to provide both small-group and one-on-one opportunities for teachers to work with students who need to accelerate their skills because of missed learning opportunities. Additional intervention tools will be used to provide extended support for students to reinforce and practice necessary skills needed to growth their skills based on the priority standards outlined by Student Achievement Partners.

Assessment

TCS D is committed to using effective assessment tools to identify specific student needs, based on skills in both reading and mathematics. All K – 8 schools will use iReady as a diagnostic assessment three times a year: fall, winter, and spring. The iReady also includes an intervention/instructional component that identifies, and targets students’ needs and provides online lessons that help to address skills that students need to progress to in the standards and in their reading ability. We will be integrating a new phonological assessment tool called PALS for kindergarten. The iReady assessment is not as effective at that grade level.

Additional Opportunities

- Schools may include and extended school year, summer school opportunities, and before-school activities students.
- Schools may provide after-school enrichment and tutoring opportunities. One-to-one tutoring has been a proven and effective tool for differentiating for students’ specific instructional needs and for accelerating learning (Pellegrini et al., 2021).

Social-Emotional Considerations

Students social and emotional health is of the utmost importance. Students must feel safe and welcomed. A critical component of the TCS D plan is to ensure that we have qualified staff, including counselors, social workers, and teachers to meet the social and emotional needs of all students. Social-emotional interventions are also important as we consider the potential trauma that has impacted students because of possible family losses, isolation, limited access to mental-health resources, emotional and/or physical abuse.

References

Pellegrini, M., Neitzel, A., Lake, C., & Slavin, R. (2021). Effective programs in elementary mathematics: A best-evidence synthesis. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

Specific Evidence-Based Interventions (eg. curriculum, assessments)

- K-12 Targeted literacy intervention based on the science of reading: SIPPS program that is part of the Collaborative Literacy program at the Center for Collaborative Classroom.
- K-12 mathematics intervention: Supporting Ongoing Achievement Responsibly (SOAR) mathematics intervention materials that support a clear learning progression around mathematical concepts and aligned to priority standards and grade level expectations (SD math standards)
- Grades 9 – 12 Read 180
- Grades 9 – 12 Achieve 3000
- High Scope Numbers Plus curriculum as an intervention tool for grades K – 1
- Responsive Classroom Practices
- Waterford (available for school upon request)

\$175,000

<ul style="list-style-type: none"> • Imagine Learning • Dreambox • Reading Plus <p>Assessment tools to support intervention plans:</p> <ul style="list-style-type: none"> • K – 8 The Curriculum Associates iReady assessment for mathematics and literacy and corresponding intervention lessons and math games • Phonological Awareness Literacy Screening (PALS) for kindergarten to assess • Kindergarten Math Running Records from the Institute for Learning • DRA kits • Fluency progress monitoring tools (fall, winter, spring) 	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p> <ul style="list-style-type: none"> • After school one-to-one or small group tutoring (which may include peer or cross-grade level tutoring (Pelligrini et al., 2021) • After school intervention opportunities (ex: SIPPS in literacy and SOAR in mathematics) • After school enrichment programs, which may include but are not limited to activities to develop students’ cultural competence by providing experiences linked to the Oceti Sakawin Essential Understandings and Standards • Resources for home learning extensions – family learning activities • Online tutorial programs • Mental health resources for parents • Edgenuity for credit recovery 	\$221,380
<p>Equipment and/or Supplies</p> <ul style="list-style-type: none"> • Computers or technological devices • Internet boosters • Wi-fi accessibility tools • Wi-fi vouchers • Computer applications to support remote enrichment activities. • Curricular materials for enrichment and inquiry-based activities • iReady supplemental material licenses • PALS supplementary material • Learning Management System and learning support tools (Schoology, PearDeck, NearPod, Padlet, etc.) • Additional curriculum materials for summer school • Supplemental curriculum based on student’s interests and needs 	\$300,000
<p>Additional FTE: Positions were added at two elementary schools and the high school to promote social distancing and smaller group sizes, as well as provide more intense and targeted instruction to students.</p> <ul style="list-style-type: none"> • Rosebud - 3 paraprofessional positions • TCHS - 1 paraprofessional position • TCES - 4 paraprofessional positions 	\$211,686

Other Priorities Not Outlined Above	
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$908,066

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>All TCSD students fall into one or more of the subgroups outlined below. Therefore, all interventions outlined above address each of the categories below (except for English Language Learners).</p> <p>Students will move fluidly through intervention groups according to documented progress and identified areas of need determined by regular benchmark and formative assessments.</p> <p>The literacy and mathematics interventions target specific skills that are critical to developing foundational and advanced reading, writing, and mathematical skills and knowledge. These interventions rely on regular and systematic assessments tools to diagnose students' areas of needs. All students will be assessed early and regularly to identify which skills need additional instruction. All students who are not performing at or above grade level expectations will be provided either individual or small group instruction with a teacher to advance their knowledge and skills.</p> <p>Additionally, digital resources and programs will be available for all students to engage in during independent work time or at home to</p>	<p>All counselors will be trained in ACEs and be able to provide additional training and resources for teachers in their buildings.</p> <p>Discipline is one of the greatest promoters of inequity. We know from research that “students of color and low-income students, who are more likely to experience external stressors outside of school, are less likely than their peers to report high levels of support, safety, and trust in school, and they are more likely to experience punitive disciplinary practices” (The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2019). Responsive Classroom addresses this through its approach to teaching discipline. Educators using the Responsive Classroom approach take a nonpunitive approach to discipline with particular focus on 1) creating safe and predictable learning environments to lay the foundation; 2) preventing off-task behavior and misbehavior by establishing rules and holding students to those rules in a proactive, firm, and consistent manner; 3) responding to off-task and misbehavior respectfully—preserving the dignity of the student—to help students get back on track and repair</p>

	<p>continue to practice and reenforce the skills being taught in the classroom.</p> <p>All families will have access to learning activities that they can engage in with their student to provide additional support for advancing students' knowledge and skills.</p> <p>Responsive classroom (K-8) provides Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant, and that promote curiosity, wonder, and interest.</p> <p>Academic Choice: Giving students meaningful choices in their learning.</p> <p>Teaching the language of learning: Intentionally teaching speaking and listening competencies necessary for college and career readiness.</p> <p>Active teaching and student practice: Teaching new skills in a way that includes demonstration and guided practice.</p> <p>TCSD will continue our efforts to ensure that all families have access to the school resources via the Learning Management System and access to the internet. We cannot guarantee access to the internet for every family.</p>	<p>any damage; 4) solving chronic behavior problems by understanding the particular problem and utilizing individualized discipline practices to help the student develop self-regulation and return to positive behavior; and 5) managing out- bursts to deescalate or interrupt behavior or emotional outbursts and help the student regain control.</p> <p>Fly Five is a kindergarten to eighth grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). The Fly Five lessons are intentionally designed to be easy to follow and implement so that teachers can place their attention on the important work of noticing a student's academic, social, and emotional growth and progress and creating conditions for that progress to continue.</p>
Students from low income families	Due to the large number of students from low-SES backgrounds, the academic interventions described above are available to all students.	Due to the large number of students from low-SES backgrounds, the social, emotional, and mental health interventions described above are available to all students.
Students of color	Due to the large number of students of color, the academic interventions described above are available to all students.	Due to the large number of students of color, the social, emotional, and mental health interventions described above are available to all students.
English learners	Like all students in need of interventions in our district, ELs will have access to reading and math intervention programs. Students will move fluidly through intervention groups according to documented progress and identified	Due to the very small number of English language learners, the same social, emotional, and mental health interventions described above are available.

	<p>areas of need determined by regular benchmark and formative assessments.</p> <p>ELs are also eligible for after-school and summer school tutoring and learning experiences.</p> <p>The district will contract with an ELL instructional coach from Black Hills Special Services Cooperative. This coach will work specifically with teachers of ELs to improve teaching strategies and to build English language proficiency for these students through professional development and classroom observation and feedback.</p>	
<p>Children with disabilities</p>	<ul style="list-style-type: none"> • Use of aligned interventions (need supplies & PD) • Building teacher knowledge base of IEP requirements (ex. Ed. teachers are attending state provided PD) • Increased walkthrough observations of interventions; done by ex. ed. director • Use of SIBME by director • Increased therapy availability (speech, counseling, and occupational) 	<ul style="list-style-type: none"> • Additional school psychologist • Increased PD in trauma-informed instruction • Increased collaboration of certified teachers on topics of consistency, structure and teaching of positive behavior skills • Increased professional development provided to general education staff from ex. ed. staff to teach best practices for ED students
<p>Students experiencing homelessness</p>	<p>The same academic interventions are available to our very small population of students experiencing homelessness.</p>	<p>In addition to the social, emotional, and mental health interventions provided to all students, to address the needs of students experiencing homelessness, TCSD employs two district social workers. Although both serve to connect families experiencing homelessness with services available in the community, one in particular is responsible for identifying and making the initial contact with families suspected of being homeless due to hardship. This liaison also makes regular check-ins with students, teachers, and families to monitor their health and well-being.</p>

Children in foster care	This subgroup is not present.	This subgroup is not present.
Migratory students	This subgroup is not present.	This subgroup is not present.

**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
<p>Overview</p> <p>TCSD students experienced significant missed learning opportunities due to the COVID-19 pandemic. TCSD did not have in-person learning from March 2020 through June 2021. Students received varied levels of opportunities depending on access to the internet and the ability for persons in their home to support remote instruction or instructional activities. TCSD is committed to providing students with rich, quality, cognitively demanding, and enriching learning experiences that will help provide students with access to learning opportunities they did not receive during the pandemic.</p> <p>Quality teaching is supported by cognitively demanding, standards-aligned curriculum that engages students in the authentic work of the discipline. Our ability to improve instruction requires effective professional development that engages teachers as learners around both content and pedagogy—that aligns to the look and feel that we want to see in classrooms. Overall, educational systems must have a clear vision of what quality instruction and cognitively demanding tasks look like, sound like, and feel like, so that educators and leaders can engage in iterative cycles of continuous improvement to implement and evaluate small tests of change so that teaching and learning continuously move forward.</p> <p>We believe in the power of providing a well-rounded education that enriches students’ lives in a variety of disciplines and experiences. We know that teachers matter, and that quality teaching has the greatest impact on student achievement, no matter students background, race, or socioeconomic status. We are committed to improving teacher’s practice through high-quality job-embedded professional development to include work around the following: reading instruction based on the science of reading, increasing teachers knowledge of math content to support inquiry-based math instruction, improving formative assessment practices, developing quality standards-aligned performance tasks, increasing discussion-based</p>	

instructional routines and tasks, providing cognitively demanding tasks that accelerate student learning.

Over 95% of TCSD students are Rosebud Sioux Tribal Members or members of other indigenous tribes in the United States. The Charlotte Danielson’s Framework for Teaching, in Domain 1, teachers must demonstrate knowledge of students. At TCSD, we believe that it is essential that teachers build their cultural competence through building their own cultural knowledge around the Oceti Sakowin in South Dakota. As we work to provide students with missed learning opportunities, it is critical that we understand our students’ backgrounds, interests, histories, and ways of learning and knowing. ARP funds will be used to develop teachers’ cultural competence, including the integration of Lakota culture, language, ways of being, values, and other cultural aspects outlined in the OSEUs.

The focus for teaching and learning must always be on the student. We need to be asking ourselves the following questions: 1) Does the curriculum provide students with high levels of thinking and learning? 2) Does instruction align to the curriculum and provide students with apprenticeship and discussion-based learning environments? —environments where students are doing the work, making approximations, and learning from their mistakes, and believe that they are learners and can be successful? 3) How do we know that students are being successful or where do they need additional support?

School systems are multi-faceted and district and school leaders are constantly being pulled in many directions, but if we keep all conversations focused on the instructional core—quality curriculum and classroom tasks, the interaction between the students and the curriculum, and the interaction between the teacher and the student (instruction and formative assessment)—then all other areas of school systems will fall into place and provide the coherence needed to advance student achievement.

In addition, students social and emotional health is of the utmost importance. Students must feel safe and welcomed. A critical component of the TCSD plan is to ensure that we have qualified staff, including counselors, social workers, and teachers to meet the social and emotional needs of all students.

Academic Supports

Inclusive, Flexible, and Responsive Academic Environments

Schools will identify areas for flexible learning environments to accommodate intervention groups, after school experiences (both intervention and enrichment), to include, but not limited to the following: furniture, supplies, social emotional tools, mental health supports (recovery/wellness rooms), mediation spaces. Schools need to be more responsive to students’ needs, including providing cognitively demanding tasks, inquiry-driven activities, project/problem-based learning experiences, and STEAM opportunities. These activities often require schools to revamp instructional spaces and utilize space differently.

Curriculum and Instructional Innovation

- **K – 5 Science Curriculum:** TCSD is partnering with SD Discovery Center to create place-based science units of study and investigation kits for grades K-5 that include direct links to the RST area (land, weather, physical environment, plants, and animals) and the Oceti Sakowin Essential

Understandings and Standards (SD DOE). The TCSD science committee members and other teachers will work side-by-side the SD Discovery center to develop these units and aligned materials. Monies will be used to provide stipends for teachers, payment for SD Discovery Center services and materials, professional development for teachers, and progress monitoring of implementation.

- **Focus on integration of Lakota Culture and Language:** TCSD has established a Lakota Culture and Language Committee (LCLC) that works as an advisory board for the district as we work to integrate Lakota culture, language, and ways of being into our curriculum and social-emotional practices. Each school will also be developing school-based committees for the same purpose. Funding for these committees includes the following: stipends for teachers and paras who are committee members, relevant materials and instructional kits for students, language curriculum,
- **Lakota Culture and Language consultants** who work directly with the district and school-based LCLCs, provide coaching for teachers, strategic planning with principals and other school leaders, and instruction for students.
- **Curriculum Revision:** TCSD is working to provide high quality Tier 1 curriculum materials and instruction for all students, that includes cognitively demanding tasks that will prepare all students for any post-secondary option they envision for themselves. We want all student to have multiple pathways for career and success after they leave TCSD. We will focus on the following areas using these funds, which includes the integration of the OSEUs into each curriculum area: K-12 ELA and Literacy, K-12 Social Studies, K-12 mathematics, K-5 science (outlined above), and 6 – 12 Career and Technical Education.

Equitable Based Grading Practices: Traditional grading practices can be severely detrimental to student of color and students in low SES. TCSD primarily serves students who are Rosebud Sioux Tribal members or students who are members of other US tribes. TCSD will begin our work to use equitable grading practices for all students by studying best practices, providing professional development for teachers, and aligning our learning management system to the new grading standards and expectations.

Culturally Responsive Instructional Practices: TCSD will continue to train current and new teachers and administrators on culturally responsive instructional practices. We will also develop methods for monitoring the integration of these practices into classrooms. Culturally responsive teaching is a rich, intentional approach woven into every aspect of student learning. It focuses on the assets students bring to the classroom rather than what students can't do. It raises expectations and makes learning relevant for all students. Culturally responsive teaching (CRT) is a research-based approach to teaching. It connects students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills. Our brains are wired to make connections. It's easier for our brains to learn and store information when we have a hook to hang it on. That hook is background knowledge.

<p>Students bring this knowledge to the classroom every day. But for students of color, English language learners (ELLs), and other underserved student populations, those assets are often overlooked. When that happens, educators miss the chance to use them to support learning. (See recent work by Zaretta Hammond for the neuroscience behind this.) CRT values and reflects the assets of all students. By doing that, it raises academic expectations for all learners. It also sends the message that multiculturalism is an asset.</p> <p>Trauma-informed instructional practices to promote healing and wellness: Trauma-informed teaching starts with an understanding of how trauma can impact learning and behavior. With this approach, educators think about what student behavior may be telling them. And they reflect on their teaching practices to find ways to better support students who may be experiencing trauma.</p> <p>Support for new Teachers through the District-Developed Mentor program The TCSD district mentor program provides targeted and comprehensive support for all mentors that includes the following: 1) Help mentors and novice teachers get smarter about teaching and learning. 2) Provide consistent expectations for TCSD mentors. 3) Increase the use of video as a tool for reflection and collaboration. 3) Allow for more flexible options for collaboration between mentors and mentees.4) Build instructional coaching capacity across the district through the SIBME video platform.</p>	
<p>Educator Professional Development</p> <p>Face-to-Face and virtual, asynchronous, and synchronous professional development will be provided on the following topics: culturally responsive instruction, equitable grading practices, cultural competency, Lakota culture and language, trauma-informed instructional practices, responsive classroom, the use of video for teacher reflection, SIBME training for mentors, Continuous job-embedded professional develop using external and internal experts, which may include instructional coaching, meeting with grade-level teams or professional learning communities, and training/coaching for administrators.</p>	\$363,650
<p>Interventions that Address Student Well-Being Schools will identify methods for supporting students’ mental health and wellness, which may include curricular materials, after school activities, community-based activities, electronic resources, and trainings for families and staff.</p> <ul style="list-style-type: none"> • Fly Five – Social Emotional Curriculum materials for counselors • Adverse Childhood Experiences (ACEs) resources and training 	\$68,000
<p>Strategies to Address Workforce Challenges TCSD will partner with REDCO, the economic arm of Rosebud Sioux Tribe to develop school-based courses and initiatives, including Career and Technical Educational opportunities for TCSD students.</p>	
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	\$431,650

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 New Rosebud Elementary	
Project #1 New Rosebud Elementary	\$23,179,554
Project #2	
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$23,179,554

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 Schools in the Todd County School District, have a variety of funds to support student learning: <ul style="list-style-type: none"> • State and Local General Funds • Title I: Supports the needs of students at-risk in academic areas • Title II: Supports the improvement of instructional practices • Title IV: Addresses the needs of the well-rounded/whole child, safe and healthy schools, and technology supports needed for high-quality instruction • Title VI: Supports the instruction of Native American students • Johnson O’Malley: Supports the educational experiences and achievement of Native American students. 	\$28,605,755

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- a. Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - b. Students who did not participate or participated inconsistently in remote instruction
 - c. Students most at risk of dropping out of school.

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

Narrative
<p>Overview</p> <p>The TCSD recognizes that the COVID – 19 pandemic resulted in loss of instructional time, falling behind in coursework, additional social/emotional stress or dropping out/loss of instruction. TCSD will utilize in person courses to engage students to help with students who have experienced learning loss.</p>
<p>Missed Most In-Person</p> <p>Schools will use diagnostics and formative assessments to identify students’ areas of greatest needs for ALL students, no matter how much they were able to participate in schooling (either face-to-face or remote) during the 20-21 and 21-22 school years. Students with the greatest needs will be offered targeted instruction using evidence-based interventions, in addition to quality Tier I instruction. These students will also be offered additional learning experiences that could take place after school, remotely, or during the summer to consistently grow student’s skills and knowledge.</p>
<p>Did Not Participate in Remote Instruction</p> <p>Schools will use diagnostics and formative assessments to identify students’ areas of greatest needs for ALL students, no matter how much they were able to participate in schooling (either face-to-face or remote) during the 20-21 and 21-22 school years. Students with the greatest needs will be offered targeted instruction using evidence-based interventions, in addition to quality Tier I instruction. These students will also be offered additional learning experiences that could take place after school, remotely, or during the summer to consistently grow student’s skills and knowledge.</p>
<p>At Risk for Dropping Out</p> <p>Students at risk of dropping out or in need of credit recovery will be able to take advantage of course offerings through Edgenuity (Grades 6 - 12), in-school intervention opportunities, These students will be identified through the district-wide Student Assistance Team process, and through collaboration with school social workers, and be provided appropriate counseling services from school-based counselors and school psychologists. School counselors will track student progress towards credit attainment and provide students with feasible options for completing their credits in order to graduate.</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>TCSD offers Public Forums at regular board meetings. Family engagement activities have been scheduled at attendance center for families, students and the community to express their views.</p>

Students
TCSD offers Public Forums at regular board meetings or student engagement/leadership activities at attendance center they attend.
Families
Families will continue to have a voice during scheduled attendance center meetings encouraging family engagement and opportunities to share ideas/concerns.
School and district administrators (including special education administrators)
TCSD offers Public Forums at regular board meetings or through regularly scheduled meetings.
Teachers, principals, school leaders, other educators, school staff, and their unions
TCSD offers Public Forums at regular board meetings or at other scheduled meetings for the different stakeholders in the district.
Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)
TCSD offers Public Forums at regular board meetings. There are also scheduled meetings with RST Tribal Education Staff.
Civil rights organizations (including disability rights organizations), as applicable
TCSD offers Public Forums at regular board meetings.
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
TCSD offers Public Forums at regular board meetings.
The public
TCSD offers Public Forums at regular board meetings.

District Assurance of Regular Review

The South Dakota Department of Education will collect assurances from superintendents that ARP ESSER Plans have been reviewed, available for public comment, and amended if necessary at these points during the school year:

- December 2021 (in conjunction with December Child Count)
- June 2022 (in conjunction with Year-End Sign-off)
- December 2022 (in conjunction with December Child Count)
- June 2023 (in conjunction with Year-End Sign-off)

To facilitate transparency, the department will post the link to each school district’s plan on its website. It will be the responsibility of the district to ensure its link remains valid.