

# **EDMUNDS CENTRAL SCHOOL DISTRICT**

## **ARP ESSER SCHOOL DISTRICT PLAN**

**2021-2022**

**Edmunds Central School District #22-5**

**105 1<sup>st</sup> Avenue NE**

**Roscoe, SD 57471**

**<https://www.echs.k12.sd.us/>**

**Initial Approval by the Edmunds Central School Board**

**August 9<sup>th</sup>, 2021**

## Requirements for ARP ESSER School District Plan

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:  <b>Edmunds Central School District #22-5</b>	Total ARP ESSER Funding Available:  <b>\$562,234</b>
Date of School Board Plan Approval:  <b>August 9<sup>th</sup>, 2021</b>	Budgeted to Date:  <b>\$546,500</b>
ARP ESSER School District Plan URL:  <a href="https://www.echs.k12.sd.us/page/covid-19-information">https://www.echs.k12.sd.us/page/covid-19-information</a>	Amount Set Aside for Lost Instructional Time:  <b>\$231,000</b>

## 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><b><u>Overview</u></b></p> <p>The Edmunds Central School District will allocate funds provided by the American Rescue Plan (ARP) to aid in the prevention and mitigation of COVID-19 as follows:</p> <ul style="list-style-type: none"> <li>- The District will increase communication with stakeholders regarding important COVID-19 updates and protocols through the use of a new district website and messaging system.</li> <li>- The District will retain current custodial staff (both summer and school year) to continue additional cleaning and sanitizing measures adopted and implemented during the 2020-21 school year as a result of COVID-19.</li> <li>- The District will supplement the current custodial staff (an additional 0.25 FTE during the school year) to provide assistance with additional cleaning and sanitizing protocols necessary as a result of COVID-19.</li> <li>- The District will purchase additional classroom furniture (desk, chairs, etc.) in an effort to provide for the optimal level of physical distancing within classrooms.</li> <li>- The District will purchase a 34 passenger bus to assist in the transportation of students to and from school and school activities.</li> </ul> <p>The Edmunds Central School District will continue to monitor guidance from the Center for Disease Control and Prevention (CDC) and South Dakota Department of Health (SD DOH) on a regular basis to ensure cleaning, sanitation, and additional mitigation strategies are consistent and appropriate to ensure safety of all stakeholders. Additionally, the District will continue to consult guidance issued by the South Dakota Department of Education (SD DOE) as it relates to the safe re-opening of schools (Starting Well 2020 and South Dakota Strong Schools 2021-22 Guidance).</p>	
<p><b><u>Equipment and/or Supplies</u></b></p> <ul style="list-style-type: none"> <li>- Website/Communications Licensing/Fees</li> </ul>	<p><b>\$13,000</b></p>
<p><b><u>Additional FTE</u></b></p> <ul style="list-style-type: none"> <li>- Summer Custodial Staff</li> <li>- Custodial Staff (During School Year)</li> </ul>	<p><b>\$15,000</b> <b>\$210,000</b></p>

<b><u>Other Priorities Not Outlined Above</u></b>	
- Vehicles/Transportation	\$60,000
<b>Total Approximate Budget for Mitigation Strategies</b>	<b>\$298,000</b>

### 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
<b><u>Overview</u></b>	
<p>The Edmunds Central School District has identified in-person learning as the most effective strategy to provide supports for students who lost instructional time. The District has and will continue to evaluate its curriculum to ensure that up-to-date resources are being utilized to address the ever-changing needs of the students within the district. Throughout this process, the District will consult with Department of Education approved resources. Those resources include the following:</p> <ul style="list-style-type: none"> <li>- What Works Clearinghouse</li> <li>- Doing What Works Library</li> <li>- Results First Clearinghouse Database</li> </ul> <p>Based on the data analysis conducted by the District (through the use of academic screeners such as Acadience and NWEA), the interventions identified below address the specific needs of the District as it relates to the accurate assessment of students’ academic progress. Likewise, these interventions shall assist teachers in developing and implementing strategies to effectively address the individual needs of all students.</p> <p>In addition to academic interventions, the Edmunds Central School District will allocate funds available through the American Rescue Plan (ARP) to utilize the following resources to address learning loss resulting from disruptions to the traditional face-to-face learning environment created by COVID-19:</p>	

- The District will retain (and continue) currently contracted technology services provided to the District by Expetec.
- The District will hire a paraprofessional to assist students at risk for learning loss as a result of circumstances created by COVID-19.
- The District will retain (and continue) instructional FTE specifically contracted for the purpose of enhancing the delivery of both reading and mathematics instruction.

Additionally, the Edmunds Central School District will continue to consult guidance provided by the South Dakota Department of Education (SD DOE) as it relates to effective strategies and resources to promote the growth and welfare of students and staff members (Starting Well 2020 and South Dakota Strong Schools 2021-22 Guidance).

<p><b><u>Specific Evidence-Based Interventions</u></b></p> <ul style="list-style-type: none"> <li>- NWEA MAPs Assessments</li> <li>- Acadience Benchmark Testing</li> <li>- The NWEA MAPs will be administered by the District for grade levels two (2) through twelve (12) three (3) times throughout the school year. Data provided by these assessments will be used to identify areas of strengths and weaknesses. Data will be used to guide student instruction and also provide a basis curriculum reviews and potential replacement or enhancement of District curriculum. Additionally, data will aid in the development of extended learning opportunities for students (Summer School)</li> <li>- The Acadience Benchmark testing will be administered by the District for grade levels kindergarten (KG) through eight (8) three (3) times throughout the school year. Data provided by these assessments will be used to identify areas of strengths and weaknesses. Data will be used to guide student instruction and also provide a basis curriculum reviews and potential replacement or enhancement of District curriculum. Additionally, data will aid in the development of extended learning opportunities for students (Summer School)</li> </ul>	<p><b>\$5,000</b> <b>\$1,000</b></p>
<p><b><u>Opportunities for Extended Learning</u></b></p> <ul style="list-style-type: none"> <li>- Summer School</li> </ul>	<p><b>\$40,000</b></p>
<p><b><u>Equipment and/or Supplies</u></b></p>	

<u>Additional FTE</u> - Contract for Technology Services (Expetec) - Education Paraprofessional (1.0 FTE)	\$120,000 \$65,000
<u>Other Priorities Not Outlined Above</u>	
<u>Total Approximate Budget for Academic Impact of Lost Instructional Time</u>	\$231,000

**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
<b>All Students</b>	<p>The Edmunds Central School District will implement strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for all students based upon their individual needs. The strategies shall include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- The administration of NWEA Assessments and Acadience Benchmark testing three (3) times throughout each school year to address learning loss in content areas (specifically mathematics and reading).</li> </ul>	<p>The Edmunds Central School District will contract with Northeastern Mental Health for counseling and mental health services for students and staff members. Additionally, the District will seek professional development opportunities for staff members that are focused on behavioral management programs as well as services for students who face mental health challenges.</p>

	<ul style="list-style-type: none"> <li>- The acquisition of curriculum and technological resources designed to provide a variety of evidence-based strategies that will allow teachers to meet the individual needs of each student.</li> <li>- Summer school opportunities for students. This programming will be designed based upon data provided by both state and local assessments.</li> </ul> <p>The District understands that the long-term effects of COVID-19 are yet to be realized. It is important for the district to provide ample opportunity for student academic support throughout the 2021-2022 school year and beyond in order to address student learning loss resulting from the COVID-19 pandemic.</p> <p>At Edmunds Central the primary goal of the intervention process is to ensure that reading and language skills are at or above grade-level. Students that are not measuring at grade-level, based upon the results of screening processes, will be provided individualized instruction to close any achievement gaps that have been found to exist. Due to the relatively high number of migrant/ELL students in the District, these practices become even more important.</p>	
<b>Students from Low</b>	The Edmunds Central School District will implement strategies designed to engage and/or re-engage	The Edmunds Central School District will contract with Northeastern Mental Health for counseling and

<p><b>Income Families</b></p>	<p>students and provide strong instruction for academic attainment for all students based upon their individual needs. The strategies shall include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- The administration of NWEA Assessments and Acadience Benchmark testing three (3) times throughout each school year to address learning loss in content areas (specifically mathematics and reading).</li> <li>- The acquisition of curriculum and technological resources designed to provide a variety of evidence-based strategies that will allow teachers to meet the individual needs of each student.</li> <li>- Summer school opportunities for students. This programming will be designed based upon data provided by both state and local assessments.</li> </ul> <p>The District understands that the long-term effects of COVID-19 are yet to be realized. It is important for the district to provide ample opportunity for student academic support throughout the 2021-2022 school year and beyond in order to address student learning loss resulting from the COVID-19 pandemic. Additional, and more frequent, screening protocols and procedures may be utilized for students associated with risk factors related to higher rates of learning loss.</p>	<p>mental health services for students and staff members. Additionally, the District will seek professional development opportunities for staff members that are focused on behavioral management programs as well as services for students who face mental health challenges.</p>
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	<p>At Edmunds Central the primary goal of the intervention process is to ensure that reading and language skills are at or above grade-level. Students that are not measuring at grade-level, based upon the results of screening processes, will be provided individualized instruction to close any achievement gaps that have been found to exist.</p>	
<b>Students of Color</b>	<p>This population is not traditionally present within the Edmunds Central School District (and was not present during the 2020-2021 school year). If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.</p>	<p>This population is not traditionally present within the Edmunds Central School District (and was not present during the 2020-2021 school year). If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.</p>
<b>English Learners</b>	<p>The Edmunds Central School District will implement strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for all students based upon their individual needs. The strategies shall include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- The administration of NWEA Assessments and Acadience Benchmark testing three (3) times throughout each school year to address learning loss in content areas (specifically mathematics and reading).</li> <li>- The acquisition of curriculum and technological resources designed to provide a variety of evidence-based strategies</li> </ul>	<p>The Edmunds Central School District will contract with Northeastern Mental Health for counseling and mental health services for students and staff members. Additionally, the District will seek professional development opportunities for staff members that are focused on behavioral management programs as well as services for students who face mental health challenges.</p>

	<p>that will allow teachers to meet the individual needs of each student.</p> <ul style="list-style-type: none"> <li>- Summer school opportunities for students. This programming will be designed based upon data provided by both state and local assessments.</li> </ul> <p>The District understands that the long-term effects of COVID-19 are yet to be realized. It is important for the district to provide ample opportunity for student academic support throughout the 2021-2022 school year and beyond in order to address student learning loss resulting from the COVID-19 pandemic. Additional, and more frequent, screening protocols and procedures may be utilized for students associated with risk factors related to higher rates of learning loss.</p> <p>At Edmunds Central the primary goal of the intervention process is to ensure that reading and language skills are at or above grade-level. Students that are not measuring at grade-level, based upon the results of screening processes, will be provided individualized instruction to close any achievement gaps that have been found to exist.</p>	
<p><b>Children with Disabilities</b></p>	<p>The Edmunds Central School District will implement strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for all students based upon their individual needs. The strategies</p>	<p>The Edmunds Central School District will contract with Northeastern Mental Health for counseling and mental health services for students and staff members. Additionally, the District will seek professional development opportunities for staff</p>

	<p>shall include, but are not limited to:</p> <ul style="list-style-type: none"><li>- The administration of NWEA Assessments and Acadience Benchmark testing three (3) times throughout each school year to address learning loss in content areas (specifically mathematics and reading).</li><li>- The acquisition of curriculum and technological resources designed to provide a variety of evidence-based strategies that will allow teachers to meet the individual needs of each student.</li><li>- Summer school opportunities for students. This programming will be designed based upon data provided by both state and local assessments.</li></ul> <p>The District understands that the long-term effects of COVID-19 are yet to be realized. It is important for the district to provide ample opportunity for student academic support throughout the 2021-2022 school year and beyond in order to address student learning loss resulting from the COVID-19 pandemic. Additional, and more frequent, screening protocols and procedures may be utilized for students associated with risk factors related to higher rates of learning loss.</p> <p>At Edmunds Central the primary goal of the intervention process is to ensure that reading and language</p>	<p>members that are focused on behavioral management programs as well as services for students who face mental health challenges.</p>
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	skills are at or above grade-level. Students that are not measuring at grade-level, based upon the results of screening processes, will be provided individualized instruction to close any achievement gaps that have been found to exist.	
<b>Students experiencing homelessness</b>	This population is not traditionally present within the Edmunds Central School District (and was not present during the 2020-2021 school year). If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.	This population is not traditionally present within the Edmunds Central School District (and was not present during the 2020-2021 school year). If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.
<b>Children in foster care</b>	This population is not traditionally present within the Edmunds Central School District (and was not present during the 2020-2021 school year). If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.	This population is not traditionally present within the Edmunds Central School District (and was not present during the 2020-2021 school year). If the need should arise, the district will ensure the same interventions are provided to those students disproportionately impacted by COVID-19.
<b>Migratory students</b>	The Edmunds Central School District will implement strategies designed to engage and/or re-engage students and provide strong instruction for academic attainment for all students based upon their individual needs. The strategies shall include, but are not limited to: <ul style="list-style-type: none"> <li>- The administration of NWEA Assessments and Acadience Benchmark testing three (3) times throughout each school year to address learning loss</li> </ul>	The Edmunds Central School District will contract with Northeastern Mental Health for counseling and mental health services for students and staff members. Additionally, the District will seek professional development opportunities for staff members that are focused on behavioral management programs as well as services for students who face mental health challenges.

	<p>in content areas (specifically mathematics and reading).</p> <ul style="list-style-type: none"><li>- The acquisition of curriculum and technological resources designed to provide a variety of evidence-based strategies that will allow teachers to meet the individual needs of each student.</li><li>- Summer school opportunities for students. This programming will be designed based upon data provided by both state and local assessments.</li></ul> <p>The District understands that the long-term effects of COVID-19 are yet to be realized. It is important for the district to provide ample opportunity for student academic support throughout the 2021-2022 school year and beyond in order to address student learning loss resulting from the COVID-19 pandemic. Additional, and more frequent, screening protocols and procedures may be utilized for students associated with risk factors related to higher rates of learning loss.</p> <p>At Edmunds Central the primary goal of the intervention process is to ensure that reading and language skills are at or above grade-level. Students that are not measuring at grade-level, based upon the results of screening processes, will be provided individualized instruction to close any achievement gaps that have been found to exist.</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
<p><b><u>Overview</u></b></p> <p>The Edmunds Central School District plans to provide staff members with professional development opportunities directly related to the administration of benchmark assessments and the interpretation of data produced by said assessments. The primary objective of these development opportunities will be to prepare staff members to accurately assess students’ academic process while also developing the skills necessary to better identify the individual needs of all students.</p> <p>The District will contract for services with Northeastern Mental Health (Aberdeen, SD) to provide guidance and mental health counseling to students and staff members. The objective is for contracted counseling staff to coordinate activities for students to assist in their reintegration back into a full-time traditional, face-to-face, learning environment.</p> <p>Additionally, the Edmunds Central School District will continue to consult guidance provided by the South Dakota Department of Education (SD DOE) as it relates to effective strategies and resources to promote the growth and welfare of students and staff members (Starting Well 2020 and South Dakota Strong Schools 2021-22 Guidance).</p>	
<p><b>Academic Supports</b></p> <p>- NA</p>	<p>NA</p>
<p><b><u>Educator Professional Development</u></b></p> <p>- The District will provide research-based professional development for staff as well as training opportunities designed to address learning loss in content-specific areas.</p>	<p>\$7,500</p>
<p><b><u>Interventions that Address Student Well-Being</u></b></p> <p>- Guidance Counseling/Mental Health Supports (Contract w/Northeastern Mental Health)</p>	<p>\$10,000</p>

<b><u>Strategies to Address Workforce Challenges</u></b>	
- NA	NA
<b><u>Other Priorities Not Outlined Above</u></b>	
- NA	NA
<b><u>Total Approximate Budget for Investments in Other Allowed Activities</u></b>	\$17,500

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
<b><u>Overview</u></b>	
- NA	
<b><u>Project #1</u></b>	
- NA	NA
<b><u>Project #2</u></b>	
- NA	NA
<b><u>Total Approximate Budget for Renovation, Air Quality, and/or Construction</u></b>	
- NA	NA

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
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<p><b>Overview</b></p> <p>- NA</p>	<p>NA</p>
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**Engaging Students at Risk**

7. Describe how the school district will use ARP ESSER funds to identify, re-engage, 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><b>Overview</b></p> <p>The Edmunds Central School District tracks general student attendance data via Infinite Campus. The Edmunds Central School District tracks student academic progress via the following avenues: (a) grade book data, (b) NWEA assessment data, (c) South Dakota Assessment data, (d) teacher data and observations, and (e) various classroom assessment data. All data points inform educators and the district of student progress and future learning efforts. The Edmunds Central 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.</p> <p>Most students who participated in virtual instruction during the first semester of the 2020-2021 school year returned to school during the 2020-2021 school year second semester. Students who did not fully participate during March 2020 through May 2020 returned to school for the 2020-2021 school year (e.g., students were not viable candidates for virtual instruction).</p> <p>To the extent possible, students will remain in small cohorts and participate in extended learning and enrichment programs (e.g, summer school, targeting tutoring sessions, etc.).</p>



Statistical data suggest that migrant students are at the highest risk for learning loss within the Edmunds Central School District. These students will be subject to stringent screening protocols to ensure that reading and language skills are at or above grade-level. Students that are not measuring at grade-level will be provided individualized instruction to close any achievement gaps that have been found to exist.

**Missed Most In-Person**

The district has the advantage of being small in size which provides the opportunity for students to be able to be placed in small cohorts and participate in extended learning and enrichment programs (e.g, summer school, targeting tutoring sessions, etc.). Screening protocols utilizing NWEA MAP testing, as well as Acadience Benchmark assessments, will aid the district in determining how extended learning and enrichment programs can better serve this group of students. Coordinated staff collaboration time scheduled every other week provides an opportunity for staff members to focus on the needs of at-risk students and determined learning plans that will address any loss of learning created as a result of chronic absenteeism.

**Did Not Participate in Remote Instruction**

The district has the advantage of being small in size which provides the opportunity for students to be able to be placed in small cohorts and participate in extended learning and enrichment programs (e.g, summer school, targeting tutoring sessions, etc.). Screening protocols utilizing NWEA MAP testing, as well as Acadience Benchmark assessments, will aid the district in determining how extended learning and enrichment programs can better serve this group of students. Coordinated staff collaboration time scheduled every other week provides an opportunity for staff members to focus on the needs of at-risk students and determined learning plans that will address any loss of learning created as a result of lack of attendance in regards to remote instruction.

**At Risk for Dropping Out**

The district has the advantage of being small in size which provides the opportunity for students to be able to be placed in small cohorts and participate in extended learning and enrichment programs (e.g, summer school, targeting tutoring sessions, etc.). Screening protocols utilizing NWEA MAP testing, as well as Acadience Benchmark assessments, will aid the district in determining how extended learning and enrichment programs can better serve this group of students. Coordinated staff collaboration time scheduled every other week provides an opportunity for staff members to focus on the needs of at-risk students and determined learning plans that will address any loss of learning created as a result of circumstances of COVID-19.

**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><b><u>Overview (including the three highest priority needs that emerged from consultation)</u></b></p> <p>To date, opportunities provided to stakeholders regarding the use of ARP ESSER funds did not provide much in terms of feedback; however, the district has determined that focusing on learning loss, specifically that related to reading and language skills, is at the forefront of our priorities.</p>
<p><b><u>Students</u></b></p> <p>The District has and will continue to examine assessment data related to student achievement, attendance, and behavior to assist and guide the decision-making process regarding the usage of ARP/ESSER Funds.</p>
<p><b><u>Families</u></b></p> <p>District families were, and will continue to be, invited to participate, and provide input at school board meetings (both regularly scheduled and special public meetings) regarding the proposed usage of ARP/ESSER Funds.</p>
<p><b><u>School and district administrators (including special education administrators)</u></b></p> <p>District administrators worked closely with the school board to determine the best course of action regarding the proposed usage of ARP/ESSER Funds. Future conversations between District administrators and the school board will continue to guide this process, providing for alterations and/or amendments to fund usage based upon the best interests of District students and stakeholders.</p>
<p><b><u>Teachers, principals, school leaders, other educators, school staff, and their unions</u></b></p> <p>School leaders and other district staff members were, and will continue to be, invited to participate, and provide input at school board meetings (both regularly scheduled and special public meetings) regarding the proposed usage of ARP/ESSER Funds.</p>
<p><b><u>Tribes (for affected LEAs under Section 8538 of the ESEA; see <a href="#">here</a> for more detail)</u></b></p> <p>NA</p>
<p><b><u>Civil rights organizations (including disability rights organizations), as applicable</u></b></p> <p>NA</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**

Stakeholders were, and will continue to be, invited to participate, and provide input at school board meetings (both regularly scheduled and special public meetings) regarding the proposed usage of ARP/ESSER Funds.

**The public**

Members of the public were, and will continue to be, invited to participate, and provide input at school board meetings (both regularly scheduled and special public meetings) regarding the proposed usage of ARP/ESSER Funds.

**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.