

Custer School District

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Mark Naugle
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Robert Baty
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2021-2022 Custer School District ARP ESSER LEA Plan

Plan Review Dates

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)

Last Updated November 8, 2021

*Changes to this plan may occur based on updated guidelines from national, state, and local health officials. Direct questions to Mark Naugle, Superintendent of Schools.

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The mission of Custer School District 16-1 is to educate every student to his/her potential.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

School District: Custer School District 16-1	Total ARP ESSER Funding Available: \$1,837,442
Date of School Board Plan Approval: 8-9-2021	Budgeted to Date: \$1,837,442
ARP ESSER School District Plan URL: https://www.custer.k12.sd.us/ Home page – CSD ARP ESSER PLAN	Amount Set Aside for Lost Instructional Time \$772,831

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
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<p>Overview The Custer School District maintained full-time, in-person instruction 4 days per week for the 2020-2021 and 2021-2022 school years. A comprehensive needs assessment is being completed to determine areas that students were impacted. The District conducted a survey after distance learning in the spring of 2020 to help judge the impact of the pandemic on learning loss.</p> <p>Another example is the learning loss that students experienced from quarantine or positive COVID tests. Having family members be positive was a big impact on some of our students and their families. Several students did distance learning for the 2020-2021 school year.</p>	
<p>Opportunities for Extended Learning (eg., summer school, afterschool)</p>	
<p>Equipment and/or Supplies</p>	
<p>Additional FTE The Custer School District has hired: 4 FTE Elementary Temporary Teachers salaries and benefits (FY23 & 24) 2 FTE Elementary Temporary Paraprofessionals salaries and benefits (FY23 & 24) Budgeting for 3 additional temporary teachers salaries and benefits (FY23 & 24) 1 FTE High School Temporary Paraprofessional salaries and benefits (FY23 & 24) .5 FTE Temporary Curriculum Director FY23(\$41,937) & FY24(\$39,432)</p> <p>These staff were hired to help with any learning loss as well as to increase student achievement, and to reduce class sizes.</p> <p>*This amount fulfills the 20% set aside for learning loss.</p> <p>The ratio between adults and students has a direct impact on student achievement. The Tennessee Star is a famous study that defends the impact of student to teacher ratios. In the study, students and teachers were randomly assigned to different class sizes. The small class size included 13-17 pupils and the regular class size included 22-25 pupils.</p> <p>The research showed that students in smaller class sizes outperformed those in larger class sizes. The smaller class sizes produced 8% better reading scores and 9% better math scores than the larger classes.”</p>	<p>\$772,831</p>
<p>Other Priorities Not Outlined Above</p>	
<p>Total Approximate Budget for Academic Impact of Lost Instructional Time</p>	<p>\$772,831</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
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<p>All students</p>	<p>The Custer School District monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk. All students are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility. The District has identified specific instructional techniques and strategies that include:</p> <p>At Custer Elementary, standards-based report cards are utilized to monitor student progress. Parental collaboration with daily and weekly progress reports-individual students are identified through team planning sessions with daily or weekly reports to parents. Plans are developed to identify instructional strategies and reporting format to parents.</p> <p>Provide parent strategies for homework help. Parent meetings are conducted and a plan is developed to assist with communicating between school and home regarding homework needs.</p> <p>JK-6th grade Student Assistance Team(SAT) to address student needs-this step is considered when initial interventions are not working. The SAT develops a formal plan and informs parents.</p> <p>Provide before-school and Friday Opportunities for tutorial assistance. Students are identified for additional help. Parents are contacted and the staff are notified with specific student needs identified by the</p>	<p>When the District surveyed the parents of the District, slightly over 50% of the parents noticed the negative social, emotional, and mental effects of school closure.</p> <p>To help with that, the District has hired a Behavior Counselor and have trained para-professionals to better work with students who are acting out emotionally or socially.</p> <p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>Students from low income families</p>	<p>Students from low-income families are identified based on free/ reduced lunch applications. To meet the needs of this particular subgroup, each building monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk.</p> <p>Students that have been identified from low-income families are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility. The District has identified specific instructional techniques and strategies that include:</p> <p>At Custer Elementary, standards-based report cards are utilized to monitor student progress. Parental collaboration with daily and weekly progress reports-individual students are identified through team planning sessions with daily or weekly reports to parents. Plans are developed to identify instructional strategies and reporting format to parents.</p> <p>Provide alternative curriculum instructional opportunities or academic adjustments and modifications in curriculum and instruction.</p> <p>Provide parent strategies for homework help. Parent meetings are conducted and a plan is developed to assist with communicating between school and home regarding homework needs.</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>Students of color</p>	<p>Students of color are identified during the enrollment process. Parents are asked to identify their child’s race ethnicity which is then recorded in Infinite Campus. To meet the needs of this particular subgroup, each building monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk.</p> <p>Students of color are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility. The District has identified specific instructional techniques and strategies that include:</p> <p>At Custer Elementary, standards-based report cards are utilized to monitor student progress. Parental collaboration with daily and weekly progress reports-individual students are identified through team planning sessions with daily or weekly reports to parents. Plans are developed to identify instructional strategies and reporting format to parents.</p> <p>Provide alternative curriculum instructional opportunities or academic adjustments and modifications in curriculum and instruction.</p> <p>Provide parent strategies for homework help. Parent meetings are conducted and a plan is developed to assist with communicating between school and home regarding homework needs.</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>English learners</p>	<p>English Learner students are identified during the enrollment process. Parents are required to fill out a home language survey. It is our responsibility as a school district to follow through to ensure a student can succeed and show gains in English when there is another language identified other than English used in the home. To meet the needs of this particular subgroup, an EL teacher/coordinator administers the WIDA screener to determine eligibility in the EL program. Families are notified immediately if their student qualifies for EL services.</p> <p>To meet the needs of this particular subgroup, each building monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk. All students are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility. The District has identified specific instructional techniques and strategies that include:</p> <p>At Custer Elementary, standards-based report cards are utilized to monitor student progress. Parental collaboration with daily and weekly progress reports-individual students are identified through team planning sessions with daily or weekly reports to parents. Plans are developed to identify instructional strategies and reporting format to parents.</p> <p>Provide alternative curriculum</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>Children with disabilities</p>	<p>The Custer School District provides comprehensive, multidisciplinary evaluations for students suspected of having a disability that adversely affects educational performance to the extent where a special program may need to be created. The District also provides psychological, speech, occupational and physical therapy to students (that meet state and federal guidelines) to enable them to benefit from the special education program. It is policy of the Custer School Board to comply with Federal and State laws prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability, be excluded from participation in, be denied the benefit of, or otherwise be subjected to discrimination under any educational program or in employment, or recruitment, consideration or selection. The Custer School District has implemented a management system to comply with the provisions of the Federal Anti-Discrimination Laws pertaining to schools. (See listing in Administrative Manual).</p> <p>The School District will evaluate on a continuous basis the District's operation in terms of the requirements of Federal and State Law prohibiting discrimination and will modify any aspects of the District's operation not in conformance.</p> <p>To meet the needs of this particular subgroup, students with disabilities are taught in their least restrictive environment as determined by the IEP team and can also include: appropriate academic adjustments and modifications in curriculum and instruction, equipment adaptation to ensure special population students can use equipment appropriately, provide related services such as</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>Students experiencing homelessness</p>	<p>Homeless children and youth are identified by completing the McKinney-Vento Intake form. The Custer School District has a designated and trained McKinney-Vento Liaison. The District has a board adopted policy that ensures immediate enrollment, full participation in school and all school-related activities, transportation to school of origin, and (or) comparable transportation, access to free school breakfast and lunch, and educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I.</p> <p>To meet the needs of this particular subgroup, each building monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk. Homeless children and youth are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility. The District has identified specific instructional techniques and strategies that include:</p> <p>The Custer School District monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>Children in foster care</p>	<p>Children in foster care are identified through Child Protection Services. The District has a board adopted policy that ensures immediate enrollment, full participation in school and all school-related activities, transportation to school of origin, and (or) comparable transportation, access to free school breakfast and lunch, and educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I.</p> <p>To meet the needs of this particular subgroup, each building monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk.</p> <p>Children in Foster Care are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility. The District has identified specific instructional techniques and strategies that include:</p> <p>At Custer Elementary, standards-based report cards are utilized to monitor student progress.</p> <p>Parental collaboration with daily and weekly progress reports-individual students are identified through team planning sessions with daily or weekly reports to parents. Plans are developed to identify instructional strategies and reporting format to parents.</p> <p>Provide parent strategies for homework help. Parent meetings are</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</p>
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<p>Migratory students</p>	<p>We don't currently have migratory students in our school district. The District will address the needs of migratory students should that population be present in the 2021-22, 2022-23, or 2023-24 school years through the Custer school board adopted policy that ensures immediate enrollment, full participation in school and all school-related activities, transportation to school of origin, and (or) comparable transportation, access to free school breakfast and lunch, and educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I.</p> <p>To meet the needs of this particular subgroup, each building monitors student progress through a variety of ongoing formal and informal assessments. Data from NWEA MAP and South Dakota State Assessments is utilized to identify student instructional needs and growth over time. Teachers use this data to determine which students are at risk for academic failure. Within our current schoolwide plans, specific steps are outlined regarding educational assistance that is provided for students that have been identified as at risk.</p> <p>Migratory students are ensured equitable access to and participation in educational programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility.</p>	<p>Professional Development provided that trains staff on how to recognize, intervene, and support students who are demonstrating social, emotional, and mental health needs.</p> <p>Access to school building and district-wide counselors.</p> <p>K-12 Teammates Mentoring Program</p> <p>School counselors provide lessons for JK-6th grade on social, emotional and mental health monthly to all students.</p> <p>Individual and small group sessions provided by elementary school counselors.</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>Overview The District will provide opportunities for all students in a multi-modal setting that will address the variety of learning modes.</p>	
<p>Academic Supports The District will invest in technology assets including smartboards, tablets, laptops, iPads, access points, servers (if needed).</p>	\$500,000
<p>Educator Professional Development The District will complete a data review and engage in professional development related to English Language Learners and students from low socioeconomic status.</p>	\$150,000
<p>Interventions that Address Student Well-Being – Mental and physical health protocol The District will remain committed to educating all students in multimodal settings. The District will investigate curriculum to address social, emotional, and mental health. The ACEs program and Lifeways are two examples of supports we use/ can use.</p> <p>Student Mental Health – estimated \$60,000 Temporary Nurse .5 FTE salary & benefits(FY23 & FY24) – estimated \$39,916</p>	\$99,916
<p>Strategies to Address Workforce Challenges The District will remain committed to supporting all staff in the work place. This will address staff social, emotional and mental health.</p>	\$60,625
<p>Other Priorities Not Outlined Above Administrator – Assistant Buildings and Grounds Director salary & benefits (FY23 & FY24) – estimated \$149,070</p>	\$149,070
<p>Total Approximate Budget for Investments in Other Allowed Activities</p>	\$959,611

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
<p>Overview COVID-19 mitigation strategies have required the District to use creative strategies to social distance. It is imperative to ensure safety and security for our students while the instructional staff explores new areas to provide education. In prior ESSER allocations the District upgraded HVAC in the District with GPS systems in all of the district buildings.</p>	
<p>Project #1</p>	<p>N/A</p>
<p>Project #2</p>	
<p>Total Approximate Budget for Renovation, Air Quality, and/or Construction</p>	<p>0</p>

6. Before considering construction activities as part of the District’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the District will support other essential student needs or initiatives.

Narrative	Approximate Budget
<p>Overview Educating the children in the Custer School District from all subgroups continues to be the #1 priority. The uses Title I and Federal REAP funding to focus on student achievement and students from multiple backgrounds such as: homeless, low socioeconomic status, English Language Learners, and children with disabilities. The District has used previous ESSER funds and Coronavirus Relief Funds to purchase technology to address learning loss, as well as improve air quality with GPS filtration. The Custer District will also use its general and capital outlay funds as needed to ensure the quality education of its students.</p>	<p>0</p>

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- 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 95% of students in the District attended in-person instruction during the 2020-2021 school year. Some students missed extended time due to the virus or being a close contact to a classmate, family member etc. Our District outlined strategies for remote learning based on the phases correlated to the Custer School District COVID Operational plan. Some students participated in the classroom via Zoom and others used online programs (e.g., Black Hills Online Learning Community or Ingenuity).</p>
<p>Missed Most In-Person The Custer School District encouraged all stakeholders to stay home if they were minimally ill. For those who did miss extended time our District adopted Google Classroom and SeeSaw for students who were absent. When a teacher was absent, we allowed them to work remotely so that students would stay on pace.</p>
<p>Did Not Participate in Remote Instruction Students who chose not to attend were given Black Hills Online Learning, or Ingenuity. Some of the lower grades participated via Zoom and joined the lesson as it was taken place. This proved very difficult for staff to manage.</p>
<p>At Risk for Dropping Out We did not identify students at-risk of dropping out. Any student who was behind schedule based upon semester grades met with administration. Students who were behind grade level according to the NWEA completed a goal-setting document with their teacher.</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 The District has attempted to effectively communicate with stakeholders since the start of the COVID pandemic in 2020. The district disseminated surveys, provided weekly COVID video updates of the numbers of students and staff infected with the virus as well as created dashboard updates via email and school website. Three priorities from the stakeholders: provide in-person learning, make our schools as safe as possible while giving students personal freedoms, and use ARP/ESSER funds to improve our academic achievement and District.</p>
<p>Students Administration will monitor student needs and factor input into the decision-making process. The School Board, administration, and staff are committed to making every decision based upon the best education for our kids!</p>

<p>Families Custer School District will continue to disseminate surveys and gather parent input. The District will encourage 2 way communication and be transparent with ARP/ESSER spending by sharing information at school board meetings, newspaper articles, and website posting.</p>
<p>School and district administrators (including special education administrators) The District will have bi-monthly administrative team meetings to analyze the impact of COVID on students. ESSER/ARP will be a standing agenda item on these administrative team meetings.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions Administration will discuss needs at staff meetings and through information conversations. ARP/ESSER will be addressed at the teacher in-service prior to the beginning of the school year.</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 The District will be accommodating and transparent to any organization that wishes to share input regarding ARP/ESSER funding and how it can help the students within our District. The District will encourage any civil rights organization to visit with the superintendent.</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 Prior to the start of the year, student registration surveys families who are homeless, foster, migratory, or underserved students. Once those families are identified, the District will allow them to comment on ideas or suggestions for ARP/ESSER funds.</p>
<p>The public The District will inform the public by providing articles in the newspaper and posting information on the school website. The public can attend school board meetings and provide input or suggestions during the public comment agenda item.</p>

Amendments to ARP ESSER Plan (updated November 2021)

As a district considers significant changes to its ARP ESSER Plan, district leaders should be having conversations with stakeholders about the changes, including opportunity for public comment; updating their ARP ESSER plans accordingly; and making amendments to ARP ESSER budgets in the Grants Management System (GMS). Updates in the GMS will prompt department staff to review amendment requests and to make sure the ARP ESSER plan posted on the District’s website is in alignment with the ARP ESSER budget in the GMS.

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 it