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**Application Printout**

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**eGrant Management System**

**Printed Copy of Application**

Applicant: 50-003 Flandreau

Application: 2024-2025 Consolidated Application - 00 -

Grant Period 7/1/2024 - 6/30/2025

Original Application

Date Generated: 9/16/2024 8:00:30 AM

Generated By: Terri Cordrey

## Consolidated Overview

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**Due Date:** June 28, 2024

**Programs:** Title I, Part A: Improving the Academic Achievement of the Disadvantaged

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders

Title IV, Part A: Student Support and Academic Enrichment Grants (SSAE)

Rural Education Achievement Program (REAP) Flexibility for Title II Part A and Title IV Part A Funds

Title I, Part D, Subpart 1 - Prevention and Intervention Programs for Children who are Neglected or Delinquent, or At-Risk

Title V, Part B Subpart 2: Rural Low Income School Program (RLIS)

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**Contact Information**

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**This purpose of this page is to display contact information only. Any changes to the information below must be made in the Central Data application.** Superintendent / Cooperative Director: Last Name\* Weber First Name\* Rick Middle Initial

Phone\* 605 997 3263 Extension Fax\* 605 997 2457 Summer Phone Extension Email\* rick.weber@k12.sd.us

**Business Manager:** Last Name\* VanBeek First Name\* Stacey Middle Initial Phone\* 605 997 3263 Extension Fax\* 605 997 2457 Summer Phone Extension Email\* stacey.vanbeek@k12.sd.us

**Federal Program Representative:**

Last Name\* Weber First Name\* Rick Middle Initial  
Phone\* 605 997 3263 Extension Fax\* 605 997 2457  
Summer Phone Extension Email\* rick.weber@k12.sd.us

**Consolidated Application / Title I Coordinator: (Only displays if checkbox was marked and data entered in Central Data by LEA.)**

Last Name\* Kelm First Name\* Justin Middle Initial  
Address 1\* 600 W Community Dr  
Address 2  
City\* Flandreau State\* SD Zip+4\* 57028 1098  
Phone\* 605 997 3263 Extension Fax\* 605 997 2457  
Email\* justin.kelm@k12.sd.us

**Title X McKinney-Vento Coordinator: (Only displays if checkbox was marked and data entered in Central Data by LEA.)**

Last Name\* Kelm First Name\* Justin Middle Initial  
Address 1\* 600 W Community Drive  
Address 2  
City\* Flandreau State\* SD Zip+4\* 57028 1098  
Phone\* 605 997 2780 Extension Fax\* 605 997 2457  
Email\* justin.kelm@k12.sd.us

**Migrant Education Coordinator: (Only displays if checkbox was marked and data entered in Central Data by LEA.)**

Last Name\* Kelm First Name\* Justin Middle Initial  
Address 1\* 600 W Community Dr  
Address 2  
City\* Flandreau State\* SD Zip+4\* 57028 1098

Phone\* 605 997 2780 Extension [ ] Fax\* 605 997 2457

Email\* justin.kelm@k12.sd.us

**Title III LEP Contact: (Only displays if checkbox was marked and data entered in Central Data by LEA.)**

Last Name\* Rieff First Name\* Jennifer Middle Initial [ ]

Address 1\* 600 W Community Drive

Address 2 [ ]

City\* Flandreau State\* SD Zip+4\* 57028 1098

Phone\* 605 997 2780 Extension [ ] Fax\* 605 997 2457

Email\* jennifer.rieff@k12.sd.us

**Allocations**

[Click for Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

	TitleI	TitleIIA	TitleIV	REAP-IIA	TitleID-Delinquent	RLIS
<b>Current Year Funds</b>						
Allocation	\$168,188	\$47,304	\$17,829	\$0	\$0	\$0
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0
Released (-)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Current Year Funds</b>	\$168,188	\$47,304	\$17,829	\$0	\$0	\$0
<b>Prior Year(s) Funds</b>						
Carryover (+)	\$0	\$0	\$0	\$0	\$0	\$0
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Prior Year(s) Funds</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>Sub Total</b>	<b>\$168,188</b>	<b>\$47,304</b>	<b>\$17,829</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Adjusted Sub Total</b>	<b>\$168,188</b>	<b>\$47,304</b>	<b>\$17,829</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Complete the section below to notify the SEA that the applicant is transferring or flexing funds per the provisions of the State and Local Transferability Act.

Funds Available for Transfer/Flex	TitleI	TitleIIA	TitleIV	REAP-IIA	TitleID-Delinquent	RLIS
<b>Applicable Percentage</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Current Year	\$0	\$47,304	\$17,829	\$0	\$0	\$0
Cap for Rollover						
<b>Total Available for Transfer/Flex</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
From TitleIIA (+)	47304		0			0
From TitleIV (+)	17829	0				0
<b>Total Transfer/Flex</b>	<b>\$65,133</b>	<b>(\$47,304)</b>	<b>(\$17,829)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Net Adjustment</b>	\$65,133	(\$47,304)	(\$17,829)	\$0	\$0	\$0
<b>Total Available for Budgeting</b>	<b>\$233,321</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	TitleI	TitleIIA	TitleIV	REAP-IIA	TitleID-Delinquent	RLIS

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This application has been approved. No more updates will be saved.

This page has been locked by the agency review. You must unlock it on the Page Control Tab if changes are needed.

**In District**

Name	District Code	Title IA	Title IA Offered but Not Participating	Title IIA	Title IIA Offered but Not Participating	Title IV	Title IV Offered but Not Participating
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**Note:** You must complete the Private School Consultation tab and upload the private school consultation forms for all private schools located in the district and any checked out-of-district private schools.

Does the district have any resident students attending a private school in another district for which the resident district is responsible for providing equitable Title I services?

Yes  No

Does the district have any resident students attending a private school in another district outside of South Dakota for which the resident district is responsible for providing equitable Title I services?

Yes  No

**Private School Consultation**

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Check to confirm that the district assures it has provided timely and meaningful consultation with the appropriate private school officials regarding the provision of services for private school students and their teachers AND has submitted the signed Affirmation of Consultation and Verification Private School Participation for EACH private school to DOE. [Section 1120(b) of ESEA and Section 200.63 of Federal Regulations][Section 1120(b) of ESEA and Section 200.63 of Federal Regulations]

Describe the process for consulting with private school officials.

([count] of 2000 maximum characters used)

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School Name	Consultation Completed
1. <input type="text"/>	<input type="checkbox"/>
2. <input type="text"/>	<input type="checkbox"/>
3. <input type="text"/>	<input type="checkbox"/>
4. <input type="text"/>	<input type="checkbox"/>
5. <input type="text"/>	<input type="checkbox"/>
6. <input type="text"/>	<input type="checkbox"/>
7. <input type="text"/>	<input type="checkbox"/>
8. <input type="text"/>	<input type="checkbox"/>
9. <input type="text"/>	<input type="checkbox"/>
10. <input type="text"/>	<input type="checkbox"/>

**Warning Regarding the File Upload Process**

Upload consultation forms. File names MUST not include special characters (i.e. #, \$, %, ., etc.). A copy of the form can be found by clicking this link: [Private Schools Consultation Form](#)

No file chosen

Previously Uploaded Files Listed Below:  
No files are currently uploaded for this page.

Affected local education agencies (LEAs) applying for financial assistance under the Every Student Succeeds Act (ESSA), are required to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA prior to submitting a plan or application .

An affected LEA under section 8538 is one that either:

1. Has 50 percent or more of its student enrollment made up of American Indian (AI)/Alaskan Native (AN) students; or
2. Received an Indian Education Formula grant, from the US Department of Education, under Title VII in the previous fiscal year that exceeded \$40,000; and
3. Include a tribe located in the area served by the LEA.

The location of the tribe and the area that the LEA serves will determine who the LEA must consult with, not the representation of the students.

- \* If there is an Indian reservation located in the jurisdiction or bordering the jurisdiction of the affected LEA, the LEA must consult with that tribe, or with a tribal organization approved by the tribe.

For more information, the SD Dept. of Education guidance and consultation forms are available on the Title page under Resources found at: <http://doe.sd.gov/title/basic.aspx> To reference the location of LEA and reservation boundaries please go [here](#).

NOTE: A local education agency is defined as a public school district under the ESSA program the term includes elementary schools and secondary schools funded by the Bureau of Indian Education.

Yes  No Based on the information above, are you an affected LEA?

Please upload the [Tribal Consultation Form](#)

Choose File No file chosen

[24-25 Tribal Consultation Form-20240624041125-57.pdf](#)  
[Flandreau Consultation Attempts-20240812044720-1284.docx](#)



1.  What steps are in place to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. [GEPA 427] [Department of Education's General Education Provisions Act \(GEPA\)](#)

Prior Year Response:

The Flandreau School District recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. The Flandreau School District has a non-discrimination policy which states that the district does not discriminate based on disability, race, color, national origin, sex, or age. A notice of nondiscrimination will be posted in the buildings and will be included in all handbooks and printed materials associated with the Title programs. The district is in full compliance with the provisions of ADA, Section 504 and Special Education laws and regulations as determined by the local designated representative in each area. The school district ensures that students with special needs are afforded an individual education program that addresses modifications and adaptations a student may need in order to access programs. In addition, if a staff member attends a staff development activity in which he/she needs reasonable accommodations they will be made. In the case of a child with a disability, the program will identify how it meets the objectives of the individual education program of the child. All areas where services are delivered will be in compliance with all disability access regulations. The programs will be accessible to all children and will be free from all physical barriers. Notices will be posted in all school buildings that identify the school district's intent to ensure equitable access to all school children, teachers, staff and other program beneficiaries. If there are any barriers to program accessibility identified throughout the course of these program, the barriers will be addressed. The program will be accessible to all students, teachers, staff, and other program beneficiaries with special needs. Officials' names will be posted at all sites as contacts for anyone who has complaints regarding accessibility.

*Your answer must include the following: A statement about how your district is ensuring that the federally identified six barriers (gender, race, national origin, color, disability, or age) and any other barriers are addressed. List the six barriers in your answer; The statement must address students, teachers, and other program beneficiaries with special needs.*

Describe how this process is completed. (1958 of 2000 maximum characters used)

The Flandreau School District recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. The Flandreau School District has a non-discrimination policy which states that the district does not discriminate based on disability, race, color, national origin, sex, or age. A notice of nondiscrimination will be posted in the buildings and will be included in all handbooks and printed materials associated with the Title programs. The district is in full compliance with the provisions of ADA, Section 504 and Special Education laws and regulations as determined by the local designated representative in each area. The school district ensures that students with special needs are afforded an individual education program that addresses modifications and adaptations a student may need in order to access programs. In addition, if a staff member attends a staff development activity in which he/she needs reasonable accommodations they will be made. In the case of a child with a disability, the program will identify how it meets the objectives of the individual education program of the child. All areas where services are delivered will be in compliance with all disability access regulations. The programs will be accessible to all children and will be free from all physical barriers. Notices will be posted in all school buildings that identify the school district's intent to ensure equitable access to all school children, teachers, staff and other program beneficiaries. If there are any barriers to program accessibility identified throughout the course of these program, the barriers will be addressed. The program will be accessible to all students, teachers, staff, and other program beneficiaries with special needs. Officials' names will be posted at all sites as contacts for anyone who has complaints regarding accessibility.

## Consolidated Application Assurances

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- By checking this box and saving the page, the authorized representative hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the program(s) for which funding is requested. These assurances are binding for Districts/Fiscal Agents that are accepting funding under this program(s).

### Title I, Part A - The LEA assures:

1. That the plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part and as appropriate, was coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
2. That the plan covers all thirteen (13) required provisions, detailed in Section 1112 (b), as appropriate to the programs implemented in the LEA.
3. That migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.
4. That services will be provided to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
5. That, if selected, the LEA will participate in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
6. That the LEA will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
7. -That the LEA will collaborate with the State or local child welfare agency to
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
  - B. develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
    - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - (II) the local educational agency agrees to pay for the cost of such transportation; or
      - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation.
8. That all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.
9. That, in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
10. That the Parents Right-To-Know information was distributed to the parents of each student attending any school receiving funds under this part. Section 1112(e)(1)(A)
11. That parent notification of individual student achievement and student growth on State academic assessments will occur. Section 1112(e)(1)(B)(i)
12. That timely notification of each individual parent has occurred if a student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Section 1112(e)(1)(B)(ii)
13. That parents of each student attending any school receiving funds under this part will be notified, at the beginning of each school year, about their rights to request information regarding any State or LEA policy regarding student participation in any assessments mandated by section 1111(b)(2), which shall include a policy, procedure, or parental right to opt the child out of such assessments, where applicable.

14. That the LEA and school(s) assessment results are widely available through public means, including clear and easily accessible information on the LEAs website.
15. That the LEA has notified the parents of an English learner, not later than 30 days after the beginning of the school year of:
  - (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
  - (viii) information pertaining to parental rights that includes written guidance
    - (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
    - (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
    - (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.
16. That for those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the child's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).
17. That the LEA has implemented an effective means of outreach to parents of English learners to inform the parents regarding how the parents can
  - (I) be involved in the education of their children; and
  - (II) be active participants in assisting their children to
    - (aa) attain English proficiency;
    - (bb) achieve at high levels within a well-rounded education; and
    - (cc) meet the challenging State academic standards expected of all students.
18. That the LEA has implemented an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.
19. That a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.
20. That the notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**Title II, Part A**

The local education agency hereby assures the South Dakota Department of Education that:

1. The local education agency will target funds to schools within the jurisdiction of the LEA that:
  - a. Have the lowest proportion of highly qualified teachers;
  - b. Have the largest average class size;
2. The local education agency will carry out high-quality professional development activities that reflect the principles expressed in the definition of the terms in Title IX, Part A, Section 9101 (34).
3. The local education agency will carry out professional development activities that reflect scientifically-based research according to Title IX, Part A, Section 9101 (37).
4. The local education agency will comply with Title IX, Section 9501 of ESEA regarding participation by private school children and teachers.

**Title IV, Part A**

The local education agency, or consortium of such agencies, will:

- A. Prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that
  - (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
  - (ii) have the highest percentages or numbers of children counted under section 1124(c);
  - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
  - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
  - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- B. Comply with section 8501 (regarding equitable participation by private school children and teachers);
- C. Use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
- D. Use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- E. Use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
- F. Annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
  - (f) SPECIAL RULE. Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

#### **McKinney-Vento Homeless Education**

Section 722 (g)(1)(J) The LEA assures the following will be carried out:

- i. The local educational agency will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
- ii. The local educational agency will designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.
- iii. The local educational agency will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (as determined under paragraph (3)), in accordance with the following, as applicable:
  - (I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
  - If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- iv. The local educational agency will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.
  - Sec. 722(f)(5) provide technical assistance to and conduct monitoring of local educational agencies in coordination with local educational agency liaisons designated under subsection (g)(1)(J)(ii), to ensure that local educational agencies comply with the requirements of subsection (e)(3) and paragraphs (3) through (7) of subsection (g);
  - Sec. 722(f)(6) provide professional development opportunities for local educational agency personnel and the local educational agency liaison designated under subsection (g)(1)(J)(ii) to assist such personnel and liaison in identifying and meeting the needs of homeless children and youths, and provide training on the definitions of terms related to homelessness specified in sections 103, 401, and 725 to the liaison;

723(b)(3) An assurance that the local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made.

723(b)(4) An assurance that the applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g) list of LEA and LEA liaison requirements/duties.

723(b)(6) An assurance that the local educational agency will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of section 722(f) number of qualifying students, housing at time of identification, barriers, etc.

723(b)(7) An assurance that the local educational agency will meet the requirements of section 722(g)(3) school stability, immediate enrollment, records transfer, disputes, etc.

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**Assurance Summary**

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The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

Note: These checkboxes will be automatically filled in as each of the separate certifications/assurances are read and agreed to.

- Common Assurances (found in Central Data)
- GEPA Information
- Consolidated Application Assurances

The assurances were fully agreed to on this date: 6/24/2024

These assurances have been agreed to by: Rick Weber

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**Grant Summary** (Read Only)

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**Note:** This is a read-only page. Amounts are automatically filled in as budgeting takes place.

<b>Object Code</b>	<b>Title I</b>	<b>Title IIA</b>	<b>Title IV-A SSAE</b>	<b>REAP FLEX</b>	<b>Title I-D Delinquent</b>	<b>RLIS</b>
100 - Salaries	\$206,510					
200 - Benefits	\$26,811					
300 - Purchased Services						
330 - Travel						
400 - Supplies and Materials						
470 - Equipment - Non capitalized						
500 - Equipment - Capitalized						
TOTAL						
Indirect Cost						
<b>Totals</b>	\$233,321					

**Submit**

[Click for Instructions](#)

**The application has been approved.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Assurances	6/24/2024
Consistency Check was run on:	8/13/2024
LEA Data Entry	
LEA Administrator submitted the application to SDDOE on:	8/13/2024
Business Manager	
Program Review completed on:	8/13/2024
Fed Program Review completed on:	9/6/2024
Program Manager Review completed on:	9/11/2024
Final Review completed on:	9/11/2024



**This page will display documents that are uploaded from other areas of the applications for ease of access.**

**Comprehensive Plan - LEAPlan**

[24-25 Flandreau LEA Plan-20240615120556-57.docx](#)

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**Schoolwide Plan - A0**

**PlanAndAssure**

[24-25 Flandreau MS SW Plan-20240603075534-15449160572469248.docx](#)

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**Schoolwide Plan - A1**

**PlanAndAssure**

[24-25 Flandreau MS SW Plan-20240615120100-57.docx](#)

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## **Title I, Part A Overview**

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**Program:** Title I, Part A - Improving the Academic Achievement of the Disadvantaged

**Purpose:** Title I, Part A (Title I) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

**Legislation and Guidance:** [Public Law 114-95: Title I, Part A](#)

[Title I Targeting](#)

[Serving Private Schools](#)

[Serving Preschool Children](#)

[Parental Involvement](#)

[Title I Paraprofessionals](#)

[Homeless Guidance](#)

[ESSA Fiscal Changes & Equitable Services Guidance](#)

[ESSA Supplement, Not Supplant Guidance](#)

**The application has been approved. No more updates will be saved for the application.**

**Step 1:**

Enter the details for all attendance centers then click a save page button. (Unduplicated Count)

Check the appropriate source box for the method you are using for the public low income student count and enter the numbers in the far right column.

1.  Free/Reduced Lunch (Community Eligibility Provision Schools will use Direct Certification with Multiplier)
2.  Direct Certification with Multiplier for All Schools
3.  Direct Certification without Multiplier for All Schools

Enter Date of Student Count  
(ex: MM/DD/YYYY)

Attendance Center	Select Category	Grade Span	Feeder Pattern Used	CEP	Grandfather / Other	Public Enroll	Non-Public Enroll	Public # Low Income with Multiplier	Non-Public # Low Income	Initial Public # Low Income
0001 - Flandreau High School	High School ▼	09-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	203	0	94	0	94
0003 - Flandreau Middle School	Middle/JH ▼	05-08	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	197	0	94	0	94
0004 - Flandreau Elementary	Elementary ▼	KG-04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	283	0	148	0	148
0006 - Pleasant Valley Colony Elementary	Elementary ▼	KG-08	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32	0	0	0	0
<b>Totals</b>						715	0	336	0	336

**Community Eligibility Provision (CEP) Schools**

Enter the number of directly certified students in the "Direct Cert Public # Low Income" column. The "Public # Low Income" column will then automatically calculate a comparable poverty number that would be obtained in a non-CEP school using free and reduced price lunch numbers.

Non Public Schools - Enter the number of free and reduced price lunch numbers or an equivalent in the "Non-Public # Low Income" column.

Enter the direct certification number and the schools free/reduced price lunch equivalent student count will be calculated using the CEP multiplier

Attendance Center	Select Category	Grade Span	Feeder Pattern Used	CEP	Grandfather / Other	Public Enroll	Non-Public Enroll	Public # Low Income with Multiplier	Non-Public # Low Income	Direct Cert Public # Low Income
<b>Totals</b>						0	0	0	0	0

---

**Title I School Selection**[Click for Instructions](#)

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**The application has been approved. No more updates will be saved for the application.**

**Step 2:**

If the totals are correct, select your choice below for ranking and click the 'Proceed to Ranking' button. Otherwise, click a tab to go to another step.  
The LEA has the option to promote High Schools with 50% or more poverty to the must serve list.

Attendance Center	Feeder	Public Total Enrollment	Public Total # Low Income	Percent Low Income (Public Only)	Promote to Must Serve
0001 - Flandreau High School	N	203	94	46.31%	
0003 - Flandreau Middle School	N	197	94	47.72%	
0004 - Flandreau Elementary	N	283	148	52.30%	
0006 - Pleasant Valley Colony Elementary	N	32	0	0.00%	
<b>Elementary Total</b>		315	148	46.98%	
<b>Middle/Junior High School Total</b>		197	94	47.72%	
<b>High School Total</b>		203	94	46.31%	
<b>District Total</b>		715	336	46.99%	

\*The calculation of district low income percent does not include attendance centers with 'feeder' generated low income numbers.

**The application has been approved. No more updates will be saved for the application.**

**Step 3:**

Select the desired ranking method for attendance centers below 75% low income and then click the 'Rank' button.

- 1. Exempt: District enrollment is less than 1,000.
- 2. Exempt: One school per grade span (e.g. K-5, 6-8, 9-12).
- 3. Areas with low income greater than or equal to the total percentage of same or similar grade spans.
- 4. Areas with low income greater than or equal to the district total percentage:  
Ranking within entire district.
- Ranking by same or similar grade spans.
- 5. Areas with low income greater than or equal to 35%:  
Ranking within entire district.
- Ranking by same or similar grade spans.

**Title I School Selection**

[Click for Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

**Step 4**

<b>Attendance Center</b>	<b>SW</b>	<b>TA</b>	<b>Not Served</b>	<b>Public Enrollment</b>	<b>Public Low Income</b>	<b>NonPublic Low Income</b>	<b>Public Low Income Percent</b>
0004 - Flandreau Elementary	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	283	148	0	52.30%
0003 - Flandreau Middle School	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	197	94	0	47.72%
0001 - Flandreau High School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	203	94	0	46.31%
0006 - Pleasant Valley Colony Elementary	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	32	0	0	0.00%
<b>Total for Served Schools</b>				480	242	0	

Proportional Percentage 0.00%

**The schools listed below were determined to be ineligible based on the Ranking Method chosen in Step 3:/span>**

**Title I School Selection**

[Click for Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

**District Set Asides**

1. Input all necessary set asides for your district and private school.
2. Proportional Share amounts for Public and Non-Public are based on Student Information entered on School Selection Step 1.
3. Parent and Family Engagement set a side is pre-populated at the minimum 1% requirement for LEAs that receive an allocation of \$500,000 or more. Ninety Percent of which must be distributed to schools. Adjust the amounts as needed.
4. Indirect Costs are pre-populated at the maximum indirect costs a district can charge. Adjust the amount as needed.
5. After entering all district level set asides click on Calculate. If calculations are correct click save and proceed to the Public School Allocations Tab.
6. For additional information and examples click on the Click for Instructions link in the top right corner of the page.

<b>Title I Allocation</b>	<b>+ Transfers In</b>	<b>= Total Title I Available for LEA</b>
\$168,188	\$65,133	\$233,321

**Number of Low Income Students in Participating Attendance Areas**

Public  NonPublic  Proportional Percentage 0.00%

Equitable Share	Public	Non-Public	Total
Number of Low Income Students in Participating Title I School Attendance Areas	<input type="text" value="242"/>	<input type="text" value="0"/>	<input type="text" value="242"/>
Percentage	<input type="text" value="100.00%"/>	<input type="text" value="0.00%"/>	<input type="text" value="100.00%"/>
Proportional Amounts	<input type="text" value="233,321"/>	<input type="text" value="0"/>	<input type="text" value="233,321"/>
Parent and Family Engagement (District-level)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Parent and Family Engagement (School-level)	<input type="text" value="0"/>		<input type="text" value="0"/>
Administration	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Indirect Costs	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Non-Instructional for Non-public Schools		<input type="text" value="0"/>	<input type="text" value="0"/>
Salary Differential	<input type="text" value="0"/>		<input type="text" value="0"/>
Homeless	<input type="text" value="0"/>		<input type="text" value="0"/>
Title I, Part A Neglected	<input type="text" value="0"/>		<input type="text" value="0"/>
Transport Foster Care Children	<input type="text" value="0"/>		<input type="text" value="0"/>
Preschool (District Wide)	<input type="text" value="0"/>		<input type="text" value="0"/>
Professional Development (District wide)	<input type="text" value="0"/>		<input type="text" value="0"/>
Summer School (District wide)	<input type="text" value="0"/>		<input type="text" value="0"/>
Instructional Programs (District Wide)	<input type="text" value="0"/>		<input type="text" value="0"/>
Incentives and Rewards	<input type="text" value="0"/>		<input type="text" value="0"/>
Targeted and Comprehensive Support	<input type="text" value="0"/>		<input type="text" value="0"/>

Schools	0		0
District Technical Advisor	0		0
Other	0		0
Total District Wide Reservations	0	0	0
Funds Available for Non Public Instruction and Professional Development		0	
Non Public Low Income Student Amount		0	
Funds Available for Allocation to Public Schools	233,321		

Comments	
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**Set-Aside Narrative**

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[Instructions](#)

1.  Yes  No Are district level set-asides used?

**Title I School Selection**

[Click for Instructions](#)

**The application has been approved. No more updates will be saved for the application.**

**Public School Allocations**

1. Click on Distribute Amount Evenly if you are allocating the amount of funds equally to all participating schools.
2. Enter or adjust allocations in the Attendance Center Allocation boxes.
3. After entering allocations click on Check Distribution. If the distribution amounts are correct click Save Distribution button to accept the distribution.
4. If the chosen ranking method did not achieve the desired results, click the Step3 tab and select an alternate ranking method.
5. For additional information and examples click on the Click for Instructions link in the top right corner of the page.

<b>Title I Allocation</b>	<b>+ Transfers In</b>	<b>= Total Title I Available for LEA</b>
\$168,188	\$65,133	\$233,321

**Total Distribution amount Available \$233,321** Distribute Amount Evenly  
 Minimum Per Pupil Amount(equal to 125% if applicable) 0

Attendance Center	SWP	TAS	Public Enrollment	Public Low Income	Public Low Income Percent	Attendance Center Allocation	Per Pupil Amount	Grade Span
0004 - Flandreau Elementary	<input checked="" type="radio"/>	<input type="radio"/>	283	148	52.30%	115,034	\$777	KG-04
0003 - Flandreau Middle School	<input checked="" type="radio"/>	<input type="radio"/>	197	94	47.72%	118,287	\$1,258	05-08
<b>Total</b>			480	242		\$233,321		
<b>Difference</b>						\$0		
Total Title I allocations from ESSA Consolidated Private School Consultation pages								
Note: Amounts used for calculating PPA and Public Allocation amounts are the lesser of the Public Low Income or Public Enrollment Amounts.								

**The schools listed below were eligible based on the ranking selection, but were selected as not being served on the Targeting Served Schools page.**

Attendance(Center)	Public Low Income	Public Low Income Percent	Grade Span
0001 - Flandreau High School	94	0	46.31% 09-12
0006 - Pleasant Valley Colony Elementary	0	0	0.00% KG-08

**The schools listed below were determined to be ineligible based on the Ranking Method chosen in Step 3: /span>**

Comments	
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**Title I Part A Specific - Supplement, Not Supplant, Provision (ESEA Section 1118(b))**

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[Instructions](#)

A local educational agency (LEA) shall use Title I Part A Funds only to supplement, and not supplant, the level of funds that would, in the absence of Title I Part A funds, be made available from State and local sources for the education of students participating in programs assisted under Title I Part A. The LEA is not required to identify that an individual cost or service supported is supplemental; or provide services through a particular instructional method or in a particular instructional setting. However, an LEA must use Title I funds only for allowable costs.

Yes  No Does the LEA have only one school per grade span; or if more than one school in a grade span, all schools in that grade span are Title I schools?

The LEA hereby assures the South Dakota Department of Education that:

(1) The LEA distributes its State and local funds to provide a basic education program in all its schools.

(2) The LEA can demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under Title I Part A, ensures that such school receives all the State and local funds the school would otherwise receive if it were not receiving Title I Part A assistance. (ESEA Section 1118(b)(2))

Choose the methodology the best describes the one the LEA has adopted and implemented to allocate State and local funds/resources to schools.

Distribution based on per pupil amounts or weighted per pupil amounts.

Distribution based on staffing and supplies.

Distribution on a combination of per pupil amounts and staffing and supplies.

Other Please describe

(3) The LEA will maintain the documentation necessary and will provide it upon request to show compliance during audits and program monitoring.

Click on the Instructions Link for examples of Methodologies.

**On the Private/NonPublic Schools page in the Consolidated Application, no private schools were selected, therefore this page is not required.**

**On the Private/NonPublic Schools page in the Consolidated Application, no private schools were selected, therefore this page is not required.**

**PreSchool Narrative**

[Instructions](#)

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Yes  No Do you offer a District-Level Title I PreSchool?

**McKinney Vento Homeless**

Homeless Liaison:   \* Use Federal Program Representative if contact is blank.

Title I Coordinator:   \* Use Federal Program Representative if contact is blank.

Federal Program Representative:

\* Note - If the information above is not current, please update the contacts in the Central Data Collection.

District homeless liaison and district Title I coordinators are required to communicate and collaborate on an ongoing basis even if there are currently no students who are experiencing homelessness in the district.

Describe the communication process/procedure/timeline. (303 of 2000 maximum characters used)

Justin Kelm, Elementary Principal, is the district's homeless liaison. He communicates and collaborates on a regular basis concerning homeless students with Title I and teaching staff. At various Title I staff meetings, homeless children will be placed on the agenda for discussion and identification.

List the number of identified homeless students in **Title I Part A** schools for the past school year.

List the number of identified homeless students in **non-Title I Part A** schools for the past school year.

Explain what efforts the district makes to identify homeless children. (917 of 2000 maximum characters used)

Our first point of contact is when students are enrolled in the school. Addresses are collected and the enrolling staff member would recognize shelters or false addresses. School staff is another source of information when it comes to identifying homeless children. The principals, one of which is the district homeless liaison, communicate with local agencies such as the Police Department, Moody County Public Health Department, Administristerial Association, and Community Counseling. The Homeless Liaison is also available to help homeless children with the school enrollment process, transportation issues, and other student services. The Homeless Liaison will contact the above listed agencies at the beginning of the school year to identify any homeless children in the area. The district will check with the above agencies periodically throughout the school year to see if any homeless children are found.

Yes  No Has the district adopted a policy that assures the rights of homeless students? (This is not the compliant/dispute resolution policy.)

**Required Homeless Set aside Amount**

An LEA must reserve such funds as are necessary to provide services comparable to those provided to children participating in Title I, Part A programs and to provide services not ordinarily provided to other students. Section 1113 (c)(3)(A)

Indicate how the LEA determined the amount that is needed to provide comparable services and then also enter this amount on the Set Aside table row for "Homeless Children" found on the Title I School Selection Step 4 Tab. Was a needs assessment conducted? Provide the date of the needs assessment.

(135 of 2000 maximum characters used)

No Title I Part A funds have been set-aside since as of this time there have not been any identified homeless students in the district.

Set-aside for comparable services for homeless students

Set-aside for transportation of homeless students

Total (Can be more than, but must be at least as much as the amount on the Set Aside table row for "Homeless Children".)

Provide a description of the comparable services that will be provided to homeless children. If applicable, include how educationally related support services are provided to these children in shelters or other locations where homeless children may live.

(396 of 2000 maximum characters used)

No Title I comparable services nor any educationally related support services have been provided to children in shelters and other locations where homeless children may live because no students have been identified as homeless. If the need should arise, the district will set aside funds to provide the same educational services to homeless students as the other students in the Title I schools.



**Optional Homeless Set Asides** may be added to the required "Homeless Children" Set Aside amount determined above.

**Homeless Liaison-** An LEA may reserve Title I funds to support the LEA's homeless liaison. Provide a justification and the amount of the Title I funds reserved to support the homeless liaison.

(2 of 2000 maximum characters used)

NA

**Transportation-** An LEA may use Title I funds to pay the incremental costs to transport a homeless child or youth to his or her school of origin above what the LEA would have otherwise provided to transport the student to his or her assigned school. Provide the amount with a description of how it was determined.

(2 of 2000 maximum characters used)

NA

**Please note:** Using Title I funds to support a homeless liaison and to transport homeless children and youth to their school of origin does not satisfy the LEAs "comparable services" obligation.

**Agency Contact Information**

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Number of agencies that will be served (Maximum of 5):

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**Agency Information**

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The agencies listed on this page are carried forward from the Agency Contact Information page. On that page, it was noted that there are  agencies that will be served. You must provide information for that number of agencies on this page.

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**Agency Goals**

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The agencies listed on this page are carried forward from the Agency Contact Information page. On that page, it was noted that there are  agencies that will be served. You must provide information for that number of agencies on this page.

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**Agency Coordination**

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The agencies listed on this page are carried forward from the Agency Contact Information page. On that page, it was noted that there are  agencies that will be served. You must provide information for that number of agencies on this page.

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**Agency Funds**

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The agencies listed on this page are carried forward from the Agency Contact Information page. On that page, it was noted that there are  agencies that will be served. You must provide information for that number of agencies on this page.

**Budget Detail By Site**

[Click for Instructions](#)

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100-Salaries	200-Benefits	300-Purchased Services	330-Travel	400-Supplies and Materials	470-Equipment Non capitalized	500-Equipment Capitalized	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Current Budgeted Amounts by Budget Category</b>	\$206,510	\$26,811	\$0	\$0	\$0	\$0	\$0	\$0

**Notes:** The District must budget funds by school site based on each schools sub allocation. Select the appropriate school site from the Site drop down list. District level set asides need to be budgeted at the District Level identified by "000"

Site:

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom. Budgeted items must be consistent with the activities described on the Program Information Tab.

Activity Code	Object Code	Expenditure Description and Itemization	TitleI Funds	Delete Row
<input type="text"/>	<input type="text"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>		<input type="text" value="0"/>	<input type="checkbox"/>

Total Displayed:

The maximum amount of Indirect Costs that may be budgeted, if all available funds are budgeted and if no Equipment Capitalized is budgeted will be \$4,485

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	<input type="text" value="\$233,321"/>	(F) Total budgeted	<input type="text" value="\$233,321"/>
(B) Equipment Capitalized	<input type="text" value="\$0"/>	(G) Budgeted Indirect Cost	<input type="text" value="0"/>
(C) Allowable Direct Costs (A-B)	<input type="text" value="\$233,321"/>	(H) Total Budget (F+G)	<input type="text" value="\$233,321"/>
(D) Indirect Cost Rate %	<input type="text" value="1.9600"/>		

(E) Maximum Indirect Cost ( $C \cdot (D/1+D)$ )

\$4,485

Remaining (A-H)

\$0

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**Budget Detail By Site**

[Click for Instructions](#)

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100-Salaries	200-Benefits	300-Purchased Services	330-Travel	400-Supplies and Materials	470-Equipment Non capitalized	500-Equipment Capitalized	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Current Budgeted Amounts by Budget Category</b>	\$206,510	\$26,811	\$0	\$0	\$0	\$0	\$0	\$0

**Notes:** The District must budget funds by school site based on each schools sub allocation. Select the appropriate school site from the Site drop down list. District level set asides need to be budgeted at the District Level identified by "000"

Site:

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom. Budgeted items must be consistent with the activities described on the Program Information Tab.

Activity Code	Object Code	Expenditure Description and Itemization	TitleI Funds	Delete Row
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="checkbox"/>

Total Displayed:

The maximum amount of Indirect Costs that may be budgeted, if all available funds are budgeted and if no Equipment Capitalized is budgeted will be \$4,485

**Budget Detail By Site**

[Click for Instructions](#)

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100-Salaries	200-Benefits	300-Purchased Services	330-Travel	400-Supplies and Materials	470-Equipment Non capitalized	500-Equipment Capitalized	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Current Budgeted Amounts by Budget Category</b>	\$206,510	\$26,811	\$0	\$0	\$0	\$0	\$0	\$0

**Notes:** The District must budget funds by school site based on each schools sub allocation. Select the appropriate school site from the Site drop down list. District level set asides need to be budgeted at the District Level identified by "000"

Site:

The Allocation for this building on the Public Schools Allocations Tab.

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom. Budgeted items must be consistent with the activities described on the Program Information Tab.

Activity Code	Object Code	Expenditure Description and Itemization	TitleI Funds	Delete Row
1273-Title I Instructional Services	100-Salaries	2 FTE Teachers	101759	<input type="checkbox"/>
1273-Title I Instructional Services	200-Benefits	2 FTE Teachers	16528	<input type="checkbox"/>
			0	<input type="checkbox"/>
			0	<input type="checkbox"/>
			0	<input type="checkbox"/>

Total Displayed:

The maximum amount of Indirect Costs that may be budgeted, if all available funds are budgeted and if no Equipment Capitalized is budgeted will be \$4,485

**Budget Detail By Site**

[Click for Instructions](#)

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100-Salaries	200-Benefits	300-Purchased Services	330-Travel	400-Supplies and Materials	470-Equipment Non capitalized	500-Equipment Capitalized	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Current Budgeted Amounts by Budget Category</b>	\$206,510	\$26,811	\$0	\$0	\$0	\$0	\$0	\$0

**Notes:** The District must budget funds by school site based on each schools sub allocation. Select the appropriate school site from the Site drop down list. District level set asides need to be budgeted at the District Level identified by "000"

Site:

The Allocation for this building on the Public Schools Allocations Tab.

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom. Budgeted items must be consistent with the activities described on the Program Information Tab.

Activity Code	Object Code	Expenditure Description and Itemization	TitleI Funds	Delete Row
1273-Title I Instructional Services	100-Salaries	2 FTE Teachers	104751	<input type="checkbox"/>
1273-Title I Instructional Services	200-Benefits	2 FTE Teachers	10283	<input type="checkbox"/>
			0	<input type="checkbox"/>
			0	<input type="checkbox"/>
			0	<input type="checkbox"/>

Total Displayed:

The maximum amount of Indirect Costs that may be budgeted, if all available funds are budgeted and if no Equipment Capitalized is budgeted will be \$4,485

**Budget Detail By Site**

[Click for Instructions](#)

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

Paid to Date Amounts	100-Salaries	200-Benefits	300-Purchased Services	330-Travel	400-Supplies and Materials	470-Equipment Non capitalized	500-Equipment Capitalized	Indirect Cost
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Current Budgeted Amounts by Budget Category</b>	\$206,510	\$26,811	\$0	\$0	\$0	\$0	\$0	\$0

**Notes:** The District must budget funds by school site based on each schools sub allocation. Select the appropriate school site from the Site drop down list. District level set asides need to be budgeted at the District Level identified by "000"

Site:

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom. Budgeted items must be consistent with the activities described on the Program Information Tab.

Activity Code	Object Code	Expenditure Description and Itemization	TitleI Funds	Delete Row
<input type="text" value=""/>	<input type="text" value=""/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value=""/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value=""/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value=""/>		<input type="text" value="0"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value=""/>		<input type="text" value="0"/>	<input type="checkbox"/>

Total Displayed:

The maximum amount of Indirect Costs that may be budgeted, if all available funds are budgeted and if no Equipment Capitalized is budgeted will be \$4,485

**Staff**

[Instructions](#)

**Anticipated Staffing using Federal Funds**

The numbers in these columns should match the total numbers in the budgets for all schools receiving federal funds. (IF NOT USING THE OTHER CATEGORY, PLEASE LEAVE THOSE BOXES BLANK.)

For example: 1 Full-time Teacher = 1 person and 1.0 FTE; 1 half-time paraprofessional = 1 person and a .5 FTE.

	<b>Number of Staff Paid with Federal funds</b>	<b>Total Federally Funded FTE</b>
	<b>Head Count</b>	<b>Percentage of FTE</b>
Federal Program Director	<input type="text"/>	<input type="text"/>
Administrators (Dean of Students, Assistant Principals, etc.)	<input type="text"/>	<input type="text"/>
Administrative Assistant for Federal Programs	<input type="text"/>	<input type="text"/>
Instructional Support Paraprofessionals	<input type="text"/>	<input type="text"/>
Non-Instructional Support Paraprofessionals	<input type="text"/>	<input type="text"/>
Teachers (Classroom)	<input type="text" value="4"/>	<input type="text" value="4.00"/>
Teachers (Title I or Interventionist)	<input type="text"/>	<input type="text"/>
Instructional Coaches	<input type="text"/>	<input type="text"/>
Counselors	<input type="text"/>	<input type="text"/>
Social Worker	<input type="text"/>	<input type="text"/>
Support Staff (clerical and non-clerical)	<input type="text"/>	<input type="text"/>
Other (specify)	<input type="text"/>	<input type="text"/>



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**Business Office Review**

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[Instructions](#)

Yes  No I have entered, or reviewed, the district's budget information and it accurately reflects planned expenditures.

Name:

Stacey VanBeek

Reviewed/Updated on:

6/25/2024