

*Flandreau School District
Consolidated Application*

2024-2025 School Year

Comprehensive District Academic Improvement Plan

Consultation and Team Members

1. *Describe how the LEA Plan was developed and how stakeholders are included in the process.*

There has been involvement in the development of the consolidated plan from a wide range of stakeholders through district meetings, surveys, emails, and data retreats. Students, teachers, and parents in the district have been surveyed to share their perceptions regarding technology integration and their overall thoughts about the district and its programs. Teachers have also been surveyed to determine their professional development needs.

Involvement for Title I is gathered through meetings held during the school year. There is a Title I Informational meeting in the fall. At this meeting parents are requested to examine the Parent Involvement policy and make any suggestions. At the Spring Title I Parent Night, parents are surveyed to gather their input about the implementation of the Title I program.

The district also provides parent-teacher conferences. Parents can discuss one-on-one with classroom teachers regarding curriculum, instruction, and student achievement.

Information concerning the Consolidated Application and the district's Report Card will be presented to board members at the local school board meeting at the appropriate times. These items are also reported in the newspaper and the district newsletter.

Federal Program Integration-Coordination

1. *Summarize how the district coordinates and integrates services for EL, SPED, migrant, and homeless students, as well as students in the Foster Care system, with Title programs in the district.*

The district uses an intake process to determine if students fall into any of these categories. If there are any identified students, administration meets with the Title staff, classroom teachers, and special education teachers to coordinate the delivery of the various programs to ensure no duplication of services. Supplemental services are coordinated with other educational services by having planned staff meetings and personal communications between the Title I teachers, classroom teachers, and special education teachers. The teachers will follow the school's curriculum but may have to use different teaching strategies to help these students succeed. Teacher Assistance Team meetings are held to discuss the needs of individual students.

English Learners

1. *Does the LEA have any English Learner students identified in the district?*

Yes

2. *Describe the LEA's Core ESL program.*

Flandreau School District serves students in preschool through grade 12 as well as Pleasant Valley Colony. Students are identified as needing further screening by using a Home Language Survey. Students then take the WIDA Screener online test to evaluate what their Language Proficiency Skill is. If students meet the requirements for the ESL program then

parents are notified and permission to start services is requested. A Language Acquisition Plan is written and teachers are notified of those students' placement into classrooms and what services they will be receiving as an EL.

Students who are identified as LEP are given the ACCESS test to measure their growth in the four domains of Speaking, Listening, Reading, and Writing across academic content areas. This test is given during the state's designated testing window. Once results of these tests are returned, test result data is discussed with teachers and administration, and LAPs are updated.

The ESL teacher will conduct an item analysis of student performance on the state assessment to determine areas each child needs to perform and adapt the curriculum to fit the individual needs of each child. Based on this assessment an individual achievement plan for each child to reach proficiency within the required timeframes will be developed and communicated with the parent. The ACCESS assessment data will be examined to determine the effectiveness of the program.

3. *Which educational program model(s) are used in your district?*
ESL or ELD (English Language Development), Content Classes with integrated ESL support and Newcomer Program.
4. *If the teachers in the EL program do not hold an ENL endorsement, please explain how the teachers have been trained in language acquisition. If teachers have the ENL endorsement, please include that in the information.*
Instruction is provided by qualified teachers trained in language acquisition with ENL endorsements.
5. *What is the funding source for your EL program?*
State and local funds.

Consolidated Application

Private/NonPublic Schools

1. *Does the district has any resident students attending a private school in another district for which the resident district is responsible for providing equitable Title I services?*
No
2. *Do you have any participating private/nonpublic schools that are outside of South Dakota?*
No
3. *The district assures it has provided timely and meaningful consultation with private school officials and has submitted the signed Affirmation of Consultation and Verification Private School Form to DOE.*
NA

Title I Preschool

1. *Do you offer District-Level Preschool?*
No

McKinney-Vento Homeless

1. *Describe the communication process/procedures/timeline.*

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.

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

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

4. *Explain what efforts the District makes to identify homeless children.*

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, Administratorial 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.

5. *Has the District adopted a policy that assures the rights of homeless students?*
Yes

6. *Indicate how the LEA determined the amount that is needed to provide comparable services.*
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.

7. *Provide a description of the comparable services that will be provided to homeless children attending non-Title I schools.*

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.

Title I Part A Schoolwide – Flandreau Elementary

1. *If there are paraprofessionals in the school, describe how they are utilized.*

The paraprofessionals use lesson plans created by the Reading and Math Specialists and classroom teachers. They supplement the core education program by observing the lesson

taught by the teacher and then working either individually or with small groups of students in the classroom. Occasionally students are pulled out on an as needed basis. They communicate and collaborate with the teachers to ensure they are providing the types of services needed for each individual child.

2. *Briefly describe what family and community engagement looks like in the school.*
An annual parent involvement meeting is held. A Family Reading Night and a Family Math Night are conducted each school year. These events allow parents to participate in reading and math activities with their child at the school during the evening. Parent volunteers are encouraged and utilized in the elementary classrooms. A weekly newsletter is sent home with students updating them on school events and ways for them to assist their child in their learning.
3. *What professional development does the school provide to build the capacity of staff to build family partnerships?*
The value of involving parents, as well as ideas of activities and strategies that can build parent involvement, is discussed at staff meetings and inservices. We focus on making sure that teachers have the tools necessary to facilitate effective parent teacher conferences and work on effective communication skills.
4. *Provide a description of how parents and families are involved in meaningful consultation in the design and review of the programs, activities, and procedures (annual meetings, advisory panels, surveys).*
Through annual information nights, discussions are held in regards to the program and input is given from families and teachers. Surveys are also conducted throughout the year to gauge families involvement and satisfaction. Yearly meetings are held with the Title I team and parents, to discuss any changes or updates that needs to be made.

Title I Part A Schoolwide – Flandreau Middle School

1. *Explain how paraprofessionals are utilized.*
The paraprofessionals use lesson plans created by the Reading and Math Specialist and classroom teachers. They supplement the core education program by observing the lesson taught by the teacher and then working either individually or with small groups of students in the classroom. Occasionally students are pulled out on an as needed basis. They communicate and collaborate with the teachers to ensure they are providing the types of services needed for each individual child.
2. *Briefly describe what family and community engagement looks like in the school.*
An annual parent involvement meeting is held. Staff contact parents with updates by phone, email, and personal contacts. We also provide parent teacher conferences. Parents can discuss one-on-one with classroom teachers regarding curriculum, instruction, and student achievement.
3. *What professional development does the school provide to build the capacity of staff to build family partnerships?*

The value of involving parents, as well as ideas of activities and strategies that can build parent involvement, is discussed at staff meetings and inservices. We focus on making sure that teachers have the tools necessary to facilitate effective parent teacher conferences and work on effective communication skills.

4. *Provide a description of how parents and families are involved in meaningful consultation in the design and review of the programs, activities, and procedures (annual meetings, advisory panels, surveys).*

Through annual information nights, discussions are held in regards to the program and input is given from families and teachers. Surveys are also conducted throughout the year to gauge families involvement and satisfaction. Yearly meetings are held with the Title I team and parents, to discuss any changes or updates that needs to be made.

GEPA 427

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.