

# **Timber Lake School District No. 20-3**

**PO Box 1000 – 500 Main Street  
Timber Lake, South Dakota 57656**

**Dan Martin, Superintendent  
Amanda Hermes, Business Manager**

**Phone (605) 865-3654  
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October 7, 2019

Dissemination of September 11, 2019 Community Input Meeting

On September 11, 2019, Timber Lake School District held a Community Input Meeting. We had an attendance of 25 with 4 school administrators and 5 school board members.

During the community meeting, constituents stated the following concerns and suggested the possibility and feasibility of providing the following items:

1. The possibility to cover general education paraprofessional duties with special education paraprofessionals.
2. Title VI paraprofessional position funded through Title VI
3. Recommendation of Sheehan Strategic Solutions, referencing school safety
4. Announcement of community input meetings via school reach
5. Activity/ICU bussing
6. Detailed Minutes
7. Assistance for school meals
8. Ethnicity data concerning Impact Aid Funds
9. Current language classes offered at Timber Lake with the recommendation of Lakota being offered.
10. Low income numbers used to determine our federal funding the same as free and reduced eligibility

First, thank you to the Native American Committee in collaboration and advisement of the new position, Coordinator and Teacher of Native American Education with other Teaching Responsibilities. As we move forward, the district and committee feel this position will help in communicating and identifying needs of students within our school. In addition, this position will help alignment within the Cheyenne River Sioux Tribe Educational Code, which recently passed Tribal Council.

In reference to data concerning Special Education, this can be found on either the school website or South Dakota Department of Education website. Special Education paraprofessionals and Title staff are funded by two separate programs.

Title VI funds are used to intervene and support our students when they enter the school district at the ground level (kindergarten). The philosophy is to get students at grade level as soon as we can to ensure their success through grade 12. The Title VI paraprofessional helps support the K-5 students through push in or pull out intervention services during the school day. In addition,

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these funds support the enrichment program Study Island for middle school and 9<sup>th</sup> grade students, with Exact Path for elementary. Additionally, funds are used for our tutor program for middle school and high school called ICU. The Title VI program was designed by the U.S. Department of Education with special regard for the language and cultural needs of the Native American students; and supplement and enrich the regular school program of such agency. This grant is to help ensure that all students meet the challenging State academic standards. Allowable activities include;

- (1) culturally related activities that support the program described in the application submitted by the local educational agency;
- (2) early childhood and family programs that emphasize school readiness;
- (3) enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic content and student academic achievement standards;
- (4) integrated educational services in combination with other programs that meet the needs of Indian children and their families;
- (5) career preparation activities to enable Indian students to participate in programs such as the programs supported by the Carl D. Perkins Vocational and Technical Education Act of 1998, including programs for tech-prep education, mentoring, and apprenticeship;
- (6) activities to educate individuals concerning substance abuse and to prevent substance abuse;
- (7) the acquisition of equipment, but only if the acquisition of the equipment is essential to achieve the purpose described in section 7111;
- (8) activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;
- (9) activities that incorporate American Indian and Alaska Native specific curriculum content, consistent with State standards, into the curriculum used by the local educational agency;
- (10) family literacy services; and
- (11) activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

As safety is of the utmost priority for Timber Lake School District, we appreciate the recommendation of Sheehan Strategic Solutions. We will keep this company in mind for future planning of school safety.

Timber Lake School District will continue to advertise for the community input meetings via school reach, newspaper, and letters home.

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In reference to the *request for an activity/ICU bus*: We previously researched the need for an activity bus or busses through a needs assessment survey, which was delivered in October of 2018. Results indicated that 29% of parent/guardian participants agreed an activity bus would be beneficial with 71% not seeing a need. Results also indicated that multiple busses/drivers would be required due to the diverse locations of respondents who would potentially use it. Of the survey participants, the Isabel Community showed the greatest interest with 18.5% interested in an activity bus. The White Horse route identified 7.2%, O'Leary's route 6.2%, and The Trail City route with a 5.2 % interest. 63% chose the answer, "we would not use the activity bus". We will continue to research needs through surveys and identifying data from our current report card while compiling a possible cost analysis. In addition, we did follow-up with a call to Emit Thompson of TERO concerning CDL training. Currently their instructor has left TERO, but Emit will communicate with us if this is offered again in the near future. There would be a charge to our school if we would request individuals to be trained.

In response to having more depth within school minutes, the school will continue to grow in providing more detail within school minutes.

Concerning assistance with meals for those families who do not qualify for free or reduced meals. Free and reduced meals and free milk are made available to families who meet the income eligibility guidelines set by the U.S Department of Agriculture. Unfortunately, we do not have a program to help families who do not qualify for this federal program.

Impact Aid is payment in lieu of taxes, therefore families can qualify if they either live on federal lands or work on federal lands and are included/counted on the application. We do not provide data concerning the funds in relation to ethnicity.

Timber Lake School District does offer Spanish, with other languages available through Dual Credit. Our future Coordinator position will help identify Native American interest, including the possibility of having Lakota Language offered.

No, low income numbers used to determine federal funding are not the same as free and reduced eligibility numbers. Low income data used by DOE concerning some of our grant funds is derived from U.S. DOE census data. Free and reduced lunch eligibility data is a culmination of directly certified families and free and reduced applications received by the school district.

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