

School Improvement Plan 2024-2025

School Improvement Plan

Attendance Center: Flandreau Public School

Belief Statement / Mission / Vision:

List mission / vision (modify if desired) - this is also listed on the Consolidated Application

Mission Statement

Empowering all students to become learners and leaders in a diverse and dynamic society.

Belief Statements

BELIEFS ABOUT LEARNERS AND LEARNING

We believe the following:

1. Learning begins in the home and is enhanced by a supportive home, school, and community partnership.
2. Learning must be a lifelong process.
3. Learners come from a community and nation of diverse backgrounds; each person is unique and must be respected and valued.
4. Learners have the responsibility to be active participants in their education.

BELIEFS ABOUT EDUCATORS AND EDUCATION

We believe the following:

1. Educators serve as positive role models.
2. Educators maintain high expectations for themselves and their students.
3. Educators must plan and promote a safe and supportive climate.
4. Educators must be skilled in a variety of research-based teaching strategies.
5. Educators serve to link the school with community and home.

BELIEFS ABOUT SCHOOL AND THE SCHOOL DISTRICT

We believe the following:

1. School leadership is collaborative and decisions are focused on learning.
2. School leadership provides stimulating programs, secure facilities, and a welcoming environment.
3. School leadership anticipates needs and envisions the direction that prepares individuals for the future.
4. School leadership accepts the responsibility for the accountability for increased student achievement in cooperation with teachers, students, and parents.

School Improvement Plan

School Profile:

Describe in narrative form the portrait of the district within the community. Include the following:

- *Geographic location*
- *District boundaries*
- *Descriptive information regarding students and community*
- *Staffing patterns*
- *For schools on “Alert” – identify the specific areas where the school did not make AYP*

Our District

Serving the Moody County communities of Flandreau, Trent, and Ward, and the Flandreau Santee Sioux, the Flandreau Public School District encompasses 225 square miles located in a rural setting along our state's eastern border. The Flandreau Santee Sioux Reservation is located within the school district's borders. In 1877, the Flandreau School District #3 was created with the building of a new school with sixteen students attending. The school district now educates 686 students. Analysis of the total student population shows fifty-one percent are White, thirty-one percent are Native American, eleven percent are Hispanic, one percent is Asian, one percent is Native Hawaiian or Other Pacific Islander, and less than one percent I African American; four percent represent two or more races. Forty-seven percent are identified as eligible for free/reduced lunch (District Profile 2016-2017. Student enrollment projections predict student enrollment to remain steady.

Fully accredited by the State of South Dakota, Flandreau Public School District is governed by a seven-member board that employs six and a half administrators, sixty-four faculty members, and thirty classified staff members. A single campus, including the High School (built in 1969), Middle School (1984, expanded 1991), Moody County Resource Center, a school-community library (1999), and the Elementary School (2003), provides valuable resources for the students and community. Additional facilities providing supplemental venues for student activities in close proximity to the school campus are the Flandreau Aquatic Center (2004), fairgrounds and rodeo arena (2003), the National Guard Armory/Community Center (1984) and the athletic stadium (1971).

Location, curriculum, activities, technology, facilities, and community support - all are critical elements in providing the best in educational opportunity. All are also present as the Flandreau Public School District prepares its students to become learners and leaders in a diverse and dynamic world.

School Improvement Plan

Tables outlining student characteristics:

- *Current enrollment*
- *Enrollment projections*
- *% of each ethnic group*
- *% of special education students*
- *% of Gifted and Talented students*
- *% of limited English proficient students*
- *% of free / reduced lunch*
- *% of migrant students*
- *District discipline statistics(levels of incidence)*
- *District mobility rates*
- *District dropout rate*
- *District attendance rate*

2023-2024 Student Enrollment

EC:	11
JK:	13
KG:	48
1 st :	55
2 nd :	56
3 rd :	50
4 th :	53
5 th :	54
6 th :	40
7 th :	48
8 th :	49
9 th :	59
10 th :	51
11 th :	55
12 th :	43

Total Elementary: 286
 Total Middle School: 191
 Total High School: 208
 Pleasant Valley Colony School: 33
 SPED out of District Placement: 8
 Total District: 726

Projections for future kindergarten classes remain steady.

Student Population:

White	51%
Native American	27%
Hispanic	19%
Asian	1%
Native Hawaiian/Pacific Islander	<1%
African American	0%
Two or more races	9%
Special Education	12.7%
Economically Disadvantaged	45%
Migrant	0%
District Attendance Rate	82 %
High School Graduation Rate	77%
High School Drop-out Rate	2.2%



School Improvement Plan

Needs Assessment: Initial phases of the Comprehensive Needs Assessment process.

The district is in the beginning stages of the Comprehensive Needs Assessment (CNA) process. The assessment is being completed as part of the expectations of being a Title school (elementary and middle schools) and also to address targeted areas identified by the state, particularly attendance for our Hispanic students in the elementary school, and 4-year completion and graduation rates for Hispanic students in the high school. The district continues to develop new strategies to provide assistance to our growing EL population.

OVERVIEW OF THE CNA PROCESS

Purpose

The South Dakota Comprehensive Needs Assessment will gather accurate and objective information so South Dakota schools and districts can implement manageable action processes. The SEA will use this information to implement strategies of differentiated support that impact student learning.

The Framework

The South Dakota Comprehensive Needs Assessment Framework creates an organizational frame of reference for the scope of the needs assessment. The framework is composed of four key components:

- 1) Effective Leadership
- 2) Curriculum and Instruction
- 3) Talent Development
- 4) Family, School Culture and Climate

Each component is defined and further clarified by the guiding questions and elements. The accompanying data sources and evidence assist schools in conducting a focused inquiry on improvement topics.

The South Dakota Comprehensive Needs Assessment Process

The South Dakota Comprehensive Needs Assessment Process represents a series of recommended practices to operationalize the needs assessment. The process is composed of five phases:

- 1) Plan
- 2) Collect and Organize Data
- 3) Analyze Data
- 4) Prioritize Needs
- 5) Connect to Implementation

The phases are designed to engage schools and their stakeholders in thoughtful, deliberate, and reflective discussions designed to improve leadership, instruction, and student learning.

Fall 2023

District CNA Team members are enrolled in training series; initial survey data being collected. Next process steps will be directed by the training/guidance of State Mentors.

School Improvement Plan

Achievement Data and Conclusions:

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Data Analysis of Subgroups and Standards

Elementary

- Development and support of Foundational Reading Skills needs significant support
- Support needed in grade-level specific vocabulary
- Support needed in identifying main idea and supporting details
- Vertical alignment and reinforcement of math computation skills needed

Middle School

- Development and support of Foundational Reading Skills needs significant support
- Middle school students need reinforcement in providing evidence for conclusions (both writing and math)
- Some students struggle with identifying main ideas
- Reinforcement in content area vocabulary needed

High School

- Support needed to address gaps in Reading Comprehension and Fluency
- Content area literacy and cross-curricular vocabulary need reinforcement
- 11th grade Informational Text is a lower standard
- 11th grade students can recognize evidence, but have difficulty articulating connections to conclusions
- 11th grade math students need emphasis on concepts and procedures (particularly geometric computations)
- 11th grade math students need emphasis on communicating reasoning (particularly in step-by-step processing)

School Improvement Plan

Perception Data and Conclusions: *(may include the following)*

- *Student survey*
- *Teacher survey*
- *Parent survey*
- *Post-graduate survey*

The district has directed its school improvement initiatives under the overarching focus of Engagement as determined by the District Steering Committee. The committee consists of representatives from elementary, middle, and high schools across multiple curricular areas along with members of the Administrative Team. Under the Engagement heading are four focus areas: Classroom Management, Literacy, Numeracy, and Teacher Effectiveness.

The district calendar provides weekly Professional Development time weekly through early release time on Wednesdays.

Planned initiatives for the 23-24 school year include:

Classroom Management:

- Presentation to Staff on strategies from *Successful Behavior Management: Research-Based Strategies for Academic Engagement and Support* by Bert & Betty Jo Simmons with Thomas Glanton.
 - Study of strategies, staff support discussions, classroom management planning.

Teacher Effectiveness:

- Top 20 Training presented by Tom Cody
 - All-staff presentation:
 - **Living Above the Line: How Our Thinking Governs Our Experience**
This session focuses on becoming aware of our thinking so we know when it is working in our best interest and when it is not working. It explores (1) the conditions that come up in our life that invite us to go Below the Line, (2) indicators telling us when we are Below the Line, (3) how to handle Below the Line experiences with more grace and dignity and (4) how to trampoline back Above the Line.
 - **Engaging Disengaged Students**
This session examines a common and frequent experience that students have in school that results in disengagement in school and essential elements of a culture of learning that can minimize student disengagement. Learning from Mistakes and Moving Outside Our Comfort Zone This session focuses on (1) the beliefs formed about ourselves from the messages we receive from others when we make a mistake, (2) what keeps us stuck in our comfort zone, and (3) more effective ways of responding to our own mistakes and the mistakes of others.
 - **Keeping Stupid in the Box: Eliminating Student Roadblocks for Success**

Based on research from students and adults, this session identifies (1) five reasons youth believe or feel that they are stupid, (2) responses students make when they feel stupid, and (3) what teachers can do to minimize the negative impact stupid has on students.

▪ **Establishing Realizations, Identifying Relevancy and Developing Star Qualities**

This session focuses on (1) learning “sticking” beyond memorization through realizations In the Moment and After the Fact, (2) answering the relevancy question: “What’s in it for me?” and (3) developing Star Qualities while reducing Negative Mental Habits in all subject areas.

- Check-ins with Administrative Team
- Follow up into the 24-25 school year.

Numeracy:

- Curriculum review
 - Identifying high-stakes components necessary for curriculum adoption
 - Developing implementation for curriculum updates for the 24-25 school year

Literacy:

- District-wide participation in DOE-sponsored AIM Pathways Training
 - All teachers, paraprofessionals and administrators will complete the appropriate pathway training throughout the school year. Teachers in the K-5 pathway will be provided additional time to complete the extended commitment required of that program.

Data Analysis

The district’s data analysis consists of all teachers and administrators from elementary, middle school, and high school. NWEA and the South Dakota Assessment data is analyzed for strengths and weaknesses. Roster reports are prepared for each grade level and each subject area tested. Student performance on the tested indicators are shown, with direct intervention to address achievement needs. Student scores are noted to indicate high or low performance on each of the indicators.

Longitudinal data of Sub-groups and Standards/Indicators for the past three school years is analyzed to determine any trends. Smarter Balanced Interim test data is also analyzed for strengths/areas in need of improvement. In addition, analysis of the common core field test items is analyzed.

Staff members have an opportunity to analyze the SD State Assessment data, as well as data available from additional available assessment tools (i.e. NWEA MAP data, common formative assessment data, Smarter Balance Interim test data). Once the staff has had an opportunity to study the data, improvement goals are constructed for weak areas. Data from district-created reading and math assessments is also analyzed to determine student growth.

School Improvement Goals:

- Implementation of direct actions relative to Engagement focus areas; continue developing models to gauge implementation and effectiveness.
- Analyze all available data sources to assess progress toward achieving proficiency in SD content standards (state assessment, state Interim test data, NWEA Map Testing, Standards analysis)
- Continued review and use of district curriculum mapping process
- Monitor student progress toward standards mastery; implement appropriate intervention strategies to address individual student needs (Instruction during Plus Time/ Flier Time/ Homeroom)
- Establish and monitor Student Learning Objective (SLO) progress toward standards mastery.
- Increase the number of proficient and advanced students on the state assessment in math) by 10 percent
- Increase the number of proficient and advanced students on the state assessment in reading by 10 percent

ASSESSMENTS

- State Assessment Results
- State Interim Testing Data
- NWEA Map Test Data (Fall, Winter, Spring)
- District identified/created Common Formative Assessments (CFAs) i.e.: placement tests, common rubrics, SLO assessments, etc. (multiple implementations throughout each course)

INTERVENTION STRATEGIES

- Elementary: **Support Time**, small group and individual opportunities for intervention during the school day
- Middle School: **Support Time**, small group and individual opportunities for intervention during the school day
- High School: **Homeroom**, small group and individual opportunities for intervention during the school day for intervention opportunities; offering differentiated instruction.

School Improvement Plan

Staff Development

- *Discuss how teachers / administrators are trained in and collaborate about best teaching practices*
- *Discuss how teachers / administrators examine student work to determine most effective practices*

STAFF DEVELOPMENT

In the 2022-23 school year, the administrative team researched professional development opportunities to enhance teacher effectiveness across the district. To support staff development, the district secured funding to send a large group of certified staff to the National SREB conference; funding has been secured to send another group to the 2024 conference, as well. Conference attendees met to determine intervention strategies based on conference learning. Information found below:

Making Schools Work Conference sessions focus on transforming teaching and learning in every discipline, at every level – from K-12 through postsecondary education.

Session Types and Conference Objectives

Promising practice sessions (60 minutes) highlight powerful practices and pedagogies that transform teaching and learning in any disciplinary area and in any setting — including elementary schools, middle grades schools, high schools, shared-time or full-time technology centers and postsecondary institutions.

Conference Objectives

- 1. Engaging Instruction** — Engage each student in every classroom through high-quality instruction that incorporates powerful literacy and mathematics practices and project-based assignments.
- 2. Aligned Curriculum** — Ensure each student has equitable access to challenging academic and technical curricula that align instruction, assignments and assessments with grade-level readiness standards.
- 3. Career Pathways** — Offer each student access to career pathways and programs of study that align with workforce needs and include opportunities to earn industry or postsecondary credentials and participate in work-based learning.
- 4. Systems of Support** — Provide each student with the personalized career guidance, advisement, social and emotional supports, and extra help and accelerated learning opportunities needed to graduate ready for college and careers.
- 5. Leadership for Continuous Improvement** — Engage the whole school community in promoting a culture of high expectations and continuously using data to identify problems of practice and develop action plans to solve those problems.

Content Areas

College and career readiness	Project/Problem-based learning
Classroom management	Rural education issues
Continuous improvement process/networks	Science
Closing the achievement gap	Student supports
CTE/Career pathways	Social studies
Equity (cultural, racial, gender, SES)	Special education
Feedback and classroom observations	STEM
Guidance and advisement	Supporting high expectations
Literacy	Teacher collaboration
Math	Teacher /Principal preparation and development
Using technology to increase engagement and access	Intervention and enrichment
Personalized learning	Urban education issues

STAFF DEVELOPMENT

Two major areas of emphasis regarding staff development for the 2023-2024 school year are development of specific strategies to aid EL students and establishing structures and strategies for the foundational skills development.

EL STRATEGIES:

The district used outside agency guidance, site visits, and researched strategies to begin a newcomer program for EL students; the plan is in its initial year and instructors/administrators meet regularly to evaluate and direct program strategies.

AIM PATHWAYS::

Staff across the district are expected to participate in AIM PATHWAYS training provided by the SD DOE during the 23-24 school year. Follow up implementation and accountability strategies will be dictated by course content and proposed interventions.

All teachers were trained in the PLC model during the 2017-2018 school year. Continued training occurred in the Fall of 2018 with teachers utilizing the PLC model when lesson planning and/or analyzing the assignments/projects for students. Teachers worked on establishing goals and were provided training and opportunities to learn in a professional learning community. In their PLC groups, teachers have also worked on identifying and/or developing Common Formative Assessments; utilization and gathering of data

from these CFAs will help drive future actions.

District Waivers

WAIVERS HELD:

The district currently holds one waiver; qualifying students are eligible to take Algebra I in the eighth-grade year and earn up to 1.0 credit on their high school transcripts.

STUDENTS ENROLLED:

Nine 8th graders are enrolled in Algebra I in the 23-24 school year.

BENEFITS TO STUDENTS:

Students who earn Algebra I credit in eighth grade have the potential to move toward more advanced math courses throughout high school. For example, a student might take:

- 8th – Algebra I
- 9th – Algebra II
- 10th – Geometry
- 11th – Pre-Calculus
- 12th Calculus (or AP Calculus via SD Virtual School or Dual Credit Calculus via BOR)

Students who start high school with one earned credit may also have additional flexibility in scheduling high school coursework to meet student-specific pursuits (i.e. Dual Credit and/or AP courses, CTE opportunities, content-specific interests).

WAIVER DOCUMENTATION ON FILE and COPY ATTACHED



south dakota

DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

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605.7736139.

www.doe.sd.gov

May 23, 2022

Rick Weber, Superintendent
Flandreau Public School District 600
W. Community Dr.

Flandreau, SD 57028

Dear Supt. Weber,

This letter is to inform you that Department of Education Secretary, Tiffany Sanderson has approved the waiver application you submitted for Flandreau Public School District on May 16, 2022.

Flandreau Public School District is granted a waiver from S 24:43:11:01, which defines specific units of credit required for high school graduation, so that the district may offer Algebra I 02052 to students below grade nine for high school credit. Please ensure that the correct course code is used when reporting to the Personnel Record Form (PRF) System. The waiver is granted for the 2022-2023 through 2026-2027 school terms.

Each school district with an active administrative rule waiver for high school credit granted before grade nine must ensure the instructor is properly endorsed to teach in the content area, at the high school level.

Unique reporting to the state Personnel Record Form (PRF) system is necessary for each instructor listed as a teacher of record for this waiver. If your district PRF reporting contact has questions, please have them email: Jantina.Nelson-Stastny@state.sd.us

In addition, each school district With an aptive administrative rule waiver must file a cumulative report with the Department of Education at the end of the administrative rule waiver period. The report must encompass the entire period during which the waiver was implemented. Waivers are granted in 5-year periods. The completion of the report-form will satisfy the reporting requirement. Additional documentation may be added if necessary. The report form is available online at <http://doe.sd.gov/oatq/adminrulewaivers.aspx>

Please contact my office at 605-773-3426 if you have questions.

Sincerely,



Carol Uecker

Division of Accreditation & Certification

Enclosures

RECEIVED
MAY 16 2022



Date Received by SD DOE: ARW-CBGN1 (01-2022)
BY: _____

MAY

Office of Accreditation

Type all information or use blue or black ink.

Administrative Rule Waiver Application

High School Credit Before Grade Nine

Authority to Grant Administrative Rule Waiver

Waiver of certain administrative rules and Department of Education policies. The secretary of education may waive compliance of one or more administrative rules or Department of Education policies when requested by a public school district or approved nonpublic school.

24:43:08:10. Secretary's authority to grant waivers limited. The secretary of education may not waive a state statute. The secretary may waive an administrative rule promulgated by the Department of Education or the South Dakota Board of Education, unless the language of the rule prevents waiving, The secretary may waive established Department of Education policy and procedure. ...

Part 1 – District Information

School District: <i>Flandreau Public</i>		
Superintendent Name: <i>Rick Weber</i>	Phone Number: F 7- 3Z63	Email: <i>Rick.Weber@g.zz.SD.us</i>
School Board President Name: om S7ZQ	Phone Number: GOS 97'	<i>4-Skn er@gmail.com</i>

Part 2 – Administrative Rules to be Waived

Select the rule(s) the district is requesting to be waived:

High School Credit requirement

X24:43:11:01. Number of required credits for graduation from high school — Personal learning plan required. Required units of credit for high school graduation must be earned in grades 9 through 12, and students must earn a minimum of 22 units of credit. Local school boards or governing bodies may set requirements of credit beyond the minimum. Transfer students unable to meet graduation requirements set by a local school board or governing body because of time and scheduling constraints, but not due to course failure, may graduate on the basis of meeting state minimum requirements for graduation. The local school board or governing body may waive one or more graduation requirements for senior students who transfer from another state, who have met the standards in that state, and who are unable to meet the graduation requirements set by the state board because of time and scheduling constraints but not due to course failure, A student must earn a high school diploma as outlined in 24:43:11:02 in which coursework aligns with the student's personal learning plan. All students in grades 9 through 12 must have a personal learning plan. The personal learning plan must document a minimum of 22 units of credit. Effective July 1, 2020, any advanced endorsement earned must be listed on the high school transcript. After January 1, 2026, the department shall review the required credits for high school graduation.

Application Timeline

O ARSD 24:43:08:04. Application timelines. An approved waiver shall take effect at the beginning of the next school fiscal year on July 1. The department must receive an application for a waiver at least 60 days prior to the start of a new school fiscal year July 1. A district may petition the secretary for consideration of an alternate effective date that is least 60 days after the department receives its application for a waiver. The secretary shall consider the quality of the application and the extent of its intended outcomes on student learning and enhancement of student opportunity in determining whether to grant the alternate effective date for an approved waiver.

Part 3 – Verification of Administrative Rule Waiver Intent

(a) List the school(s) where the waiver will be utilized:

Flandreau Public Middle School

(b) List the Course(s) for which exemption is being proposed:

Algebra I

(c) Provide a description about the reason for requesting the waiver:

* Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity or increase accountability.

*TO allow
8th graders to take
Algebra I*

*provides the opportunity to take
before graduation.
8th graders to take Algebra*

5000

7%/"

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(d) Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction. List teacher(s) providing instruction for each course included on application.

SCOTT ROSS

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record the district must notify the Department of Education with the name of the newly assigned educator.

Adding Waived Course Credits to High School Transcripts:

If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24:43:08:12)

PART 4 - EVALUATION

Provide a detailed description of the plan for evaluating the effectiveness of the waiver in achieving the outcomes specified in the

application and contributing to the school's continual improvement:

The 8th grade Algebra I class utilizes the same content standards as the HS students. Many times, the 8th grade class

OUT DOES THE HS CLASS.

application and contributing to the school's continual improvement:

A school district or nonpublic school or program that has been granted a waiver shall Implement its plan for evaluation of the waiver as required by ARSD ~~24:43:08:03~~. A public school district that has been granted a waiver shall include a report of the waiver evaluation In Its annual review of its approved five-year district improvement plan as required by ARSD ~~24:43:02:01~~ (ARSD 24:43:08:08)

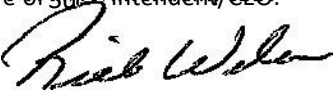

The South Dakota DOE Division of Accreditation will verify that the school Improvement plan includes a component for evaluating the intent of all ARSD waivers held by the school/schoot district.

Part 5 – Length of Waiver

Intended Date for Waiver Implementation: July 1, 2022
 {This date is always 3uly 1 for fall implementation unless the district requests and explains the reasons for an alternate
 Proposed Years of Waiver: 5 yrs July 1 2022 to July 1, 2027
 (Maximum of 5 school terms, which begin July 1 of each year.)

If this Is a renewal of a current waiver about to expire, an End of Waiver Term Report is required:
 Submit thts report with the application to renew.

Part 6 – Approval by Local School Board

Date(s) Presented to School Board (attach board m\minutes); <u>5-9-22</u>	Date Approved by School Board: <u>5-9-22</u>
Signature of superintendent/CEO: 	Signature of School Board President: 
Date of Signature: <u>5-9-22</u>	Date of Signature:

Part 7 – Department of Education Review

Date Received: <u>5/16/2022</u>	Date Reviewed: <u>7/16/2022</u>
Name and Reviewer: <u>Carol M.</u>	<u>Peer</u>
prove	
Reason for Deniak	
Additional Documentatlon Required:	

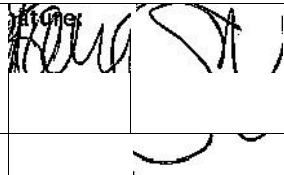
Part 8 – Department of Education Secretary's Action

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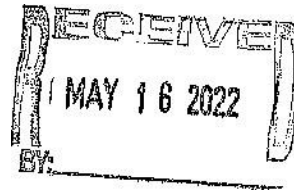


57302

Sen this completed application to the Department of Education, 800 Governors Drive, Pierre, SD 57501 or doeaccred@state.sd.us.

SCHOOL BOARD MEETING

May 9, 2022



Kevin

The Board of Education of the Flandreau School District No. 50-3, Flandreau, Moody County, South Dakota, met in regular session in the Elementary School commons at 6:00 p.m. Board members Kari Burggraff, Christenson, Kelly Kontz, Tammy Lunday, Tom Stenger, and Adam Wiese were present. Brian Johnson was absent. Superintendent Rick Weber and

Principals Thien Ho, Justin Kelm, and Brian Relf were also present.

The Pledge of Allegiance was recited.

05-190.22 Motion by Kontz, seconded by Burggraff to approve the agenda. All voted aye.

There was no open forum.

Visitors to the meeting: Marietta Gassman, Kari Lena-Hefling, Natasha Luchtenburg,

Chelsea Molden, Cynthia Sheppard, Elizabeth White, Carleen Wild.

Superintendent's and principals' reports were given.

There were no Conflict of Interest disclosures to report for this month.

An update on the Stay Well plan was given.

05-191.22 Motion by Christenson, seconded by Wiese to continue to operate in the green phase at this time and to continue to follow the CDC guidelines of quarantining for five days and returning to school on day six or after, if the student is asymptomatic, wearing a mask for another five days. All voted aye,

05-192.22 Motion by Wiese, seconded by Kontz to approve the consent agenda consisting of minutes for the regular meeting on April 11, 2022; the financial reports as of April 30, 2022; the bills in the amount of \$75,486.87 be allowed from General Fund; \$17,514.32 be allowed from Capital Outlay Fund; \$59,664.35 be allowed from Special Education Fund;

\$37,361.85 be allowed from Food Service Fund. All-voted aye.

Preliminary general fund and capital outlay budgets were presented.

05-193.22 Motion by Christenson, seconded by Wiese to approve the ordering of the elementary and stadium lighting from next year's capital outlay budget. All voted aye.

05-194.-22 Motion by Kontz, seconded by Burggraff to approve the Department, of Education Administrative Waiver for Algebra I (good for five years), which allows high school credit to be given to eighth graders who take Algebra. All voted aye.

05-195.22 Motion by Christenson, seconded by Lunday to approve the new five-year agreement with Avera. Avera will provide an athletic trainer for our district and pay us a \$15,000/year stipend. All voted aye.

The first reading of the Social Media Policy was held.

05-196.22 Motion by Burggraff, seconded by Christenson to cast a vote in favor of Jeff Danielsen for the SDHSAA Division II superintendent representative. All voted aye.

05-197.22 Motion by Kontz, seconded by Christenson to cast a "yes" vote for SDHSAA Amendment #1. All voted aye.

05-198.22 Motion by Wiese, seconded by Burggraff to cast a "yes" vote for SDHSAA Amendment #2. All voted aye. 05-199.22 Motion by Christenson seconded by Kontz to cast a "yes" vote for SDHSAA Amendment #3. All voted aye.

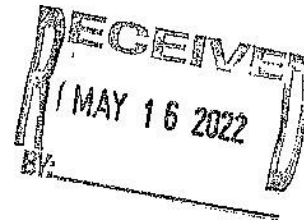
05-200.22 Motion by Burggraff, seconded by Christenson to cast a "yes" vote for SDHSAA Amendment #4. All voted aye.

05-201.22 Motion by Kontz, seconded by Lunday to cast a "yes" vote for SDHSAA Amendment #5. All voted aye.

05-202.22 Motion by Wiese, seconded by Christenson to cast a "yes" vote for SDHSAA Amendment #6. All voted aye. 05-203.22 Motion by Christenson, seconded by Burggraff to cast a "yes" vote for SDHSAA Amendment #7. : All voted aye.

05-204-22 Motion by Kontz, seconded by Wiese to approve the supplemental budget as follows: General Fund: Means of Finance—Cash applied \$67,550, Expenditures #1111

Elementary \$6,000, #1131 High School \$10,000, #2134 Nursing \$2,500, #2452 Maintenance \$22,000, #2555 Bus services \$12,000, #6100 Male activities \$3,300, #6200 Female activities \$1,750 and #6510 Activity Transportation \$10,000; Capital Outlay: Means of Finance—Cash applied \$16,700, Expenditures #2129 Guidance \$400, #2227 Technology \$9,300, #6100 Male Activities \$4,500 and #6900 Combined Activities \$2,500; Special Education: Means of Finance— Extraordinary Cost Funds \$16,700, Expenditures #2213 Instructional Staff Training \$3,200, #2732 Transportation \$8,500 and #2736 Transportation \$5,000. All voted aye.



End of Waiver Term Report

Due upon renewal of waiver at end of waiver period. Renewal will not be granted without report.

Each school district with an active administrative rule waiver must file a cumulative report with the Department of Education at the end of the administrative rule waiver period. The report must encompass the entire period during which the waiver was implemented. Waivers are granted in 5-year periods. The completion of this form should satisfy the reporting requirement. Additional documentation may be added if necessary.

Section I — Waiver Details

School District: Flandreau Public

Participating Attendance Centers: Middle School

Academic Years Being Reported On: 20 T -t — Z.O Z Z

Administrative Rule Waived: 24:43-11:01

Course(s) to Which Waiver Applies: Algebra I

Section II - Reasons for Waiver

Review Section V of the school district's application for the waiver. Explain how the waiver has satisfied the stated reasons for the waiver.

The waiver allows over 8th grade students to earn a high school credit. This then puts students on a track to take higher level math courses as they progress through high school.

Section III - Administrative Rule Intent

The intent of administrative rule waivers is to allow (1) students in a grade prior to grade nine to earn high school credit, (2) a high school age student to earn credit by exam.

Describe in this section how the district is ensuring that this requirement is being met.

The Algebra I class is taught by a highly qualified instructor. He is responsible for holding the students accountable to meet the requirements needed to earn a high school credit. Student progress is monitored and progress reports are sent home to parents.

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Section IV - Waiver Implementation

Explain the methods used to implement the waiver:

Classroom Performance
Placement Test
Teacher Recommendation
State Assessment Results

Explain the methods used to evaluate learner outcomes:

Daily assignments
Quizzes
Chapter/unit tests
Semester tests

Describe methods used to assist students who do not succeed to assist students who do not succeed in the course to which the waiver has been applied:

one on one help

Small group instruction with Algebra teacher

Extra assistance provided by other staff members.

Itemize specific criteria and methods of assessment used to measure student success:

Completion of daily assignments

Classroom participation

Use of technology programs

Assessment: Chapter/unit tests, quizzes, Daily assignments
Semester tests, projects.

Section V - Learner Outcome Data

Provide data per year of the waiver showing learner outcomes for schools that have applied the waiver. (attach additional information if necessary)

School Year YYYY-YWY	Course Name	# Students Enrolled	# Students that Earned HS credit
2017-2018	Algebra I		
2018-2019	Algebra I		
2019-2020	Algebra I		
2020-2021	Algebra I		
2021-2022	Algebra I		

Send completed report form to:

Office of Accreditation

SD Department of Education

800 Governors Drive

Pierre, SD 57501-2294