

**Tentative Agenda**  
Monday, April 13, 2020  
6:00 pm

**Flandreau School Board**  
Conference Call

**To listen to the board meeting: call 1-312-626-6799**

Use the information below when you are prompted:

Meeting ID: 521 531 826

Password: 676383

You must enter your first and last name.

- I. PLEDGE OF ALLEGIANCE
- II. APPROVAL OF AGENDA
- III. IMPACT AID HEARING AT 6:00 PM.
- IV. OPEN FORUM\*
- V. COMMUNICATION – Recognition of visitors
  - a. Superintendent’s report.
  - b. Disclosure/Conflict of Interest.
- VI. CONSENT AGENDA
  - a. Approval of minutes, financial statements and bills.
- VII. OLD BUSINESS
  - a. Preliminary General Fund and Capital Outlay budgets.
  - b. Accounting policies – 2<sup>nd</sup> reading.
- VIII. NEW BUSINESS – action items
  - a. Activity postponements/cancellations.
  - b. Grading
  - c. Last day of school.
  - d. Resignations.
  - e. Special board meeting to approve HS office remodel bids
  - f. Executive session – SDCL 1-25-2 (1) and (4).
  - g. Discussion and approval of any action deemed necessary from executive session.
  - h. New hires.
  - i. Issuance of certified, classified and administrative contracts.
  - j. Adjournment.

• NOTE: Members of the public who desire to address the board on items of interest or concern that do not appear on the agenda are invited to do so at this time. Up to 15 minutes will be devoted to this agenda item with the board president to increase or decrease the time as needed. It would be most appreciated if you would limit your remarks to not more than 3 minutes; to appoint a spokesperson if the concern is a group concern; and to supplement verbal presentations with written reports, if necessary or desired. We ask that you remember that South Dakota law prohibits the board from discussing specific employees, their job performance, or students. If you have thoughts to share about items that are included as topics for tonight’s meeting, we would invite those comments when we reach that point in the meeting.

1/13/2020

PDF Print for Application 7003 - Number, 15112

**LEA Information**

**Name:** Flandreau Independent School District #3  
**Impact Aid Number:** 510002  
**Reference Number:** SD-36-510002  
**Application Number:** 15112  
**Late:** No  
**Version:** 1  
**Address:** 600 West Community Drive, Flandreau, SD 57028  
**County(ies):** Moody  
**Application Year:** 2021  
**Charter School:** No  
**PR Award Number:** S041B 20214640  
**New or Non-Continuing:** No  
**7003 (b)(2) Applicant:** No

**Contact Info**

**Title:** Superintendent  
**Name:** Rick Weber  
**Email Address:** rick.weber@k12.sd.us  
**Phone Number:** 605-997-3263  
**Extension:**  
**Fax Number:** 605-997-3263

**Membership and ADA**

**First Day of School:** 8/21/2019  
**Survey Date:** 12/9/2019  
**Second Survey Date:**  
**Housing Renovation:** No  
**Housing Contact:**  
**Email:**  
**Phone:**  
**Attendance Ratio Type:** State Average Attendance Ratio  
**Attendance Ratio:** 0.94865  
**Average Daily Attendance:** 693.46  
**Number of Sampled Days:**  
**Average Daily Attendance Report:** Document not provided  
**School Calendar:** Document not provided  
**Include Summer School:** No  
**Number of Regular School Days:**  
**Total Hours of Summer School Attendance:**

**Membership**

<b>Students</b>	<b>Preceding Year</b>	<b>Current Year</b>
In Schools of the Applicant's District	698	723

For whom tuition is received	0	0
Subtotal	698	723
For whom tuition was paid	7	8
For whom the applicant school district provided free public elementary or secondary education	705	731

**How did you collect information on the federally connected children in membership?:** Source Check Forms

**Expenditures for CWD**

**Total Additional Expenditures:** \$1,546,999.00  
**Total State Aid for All Current Operating Expenditures:** \$3,325,140.00  
**Total State Aid for Children with Disabilities:** \$520,545.00  
**Total Funds for Part B of the Individuals with Disabilities Education Act:** \$166,262.00  
**Other Sources of Aid Received for Children with Disabilities:** \$16,099.00  
**Total Membership Enrolled in State-Approved Education Programs for All Children with Disabilities:** \$115.00

**Fiscal Report on Expenditures of All Construction-Related Funds and Accounts**

**Opening Balance for All Construction-Related Funds or Accounts:** \$0.00  
**Section 7007 Payment:** \$0.00  
**Other Receipts:** \$0.00  
**Transfers In:** \$0.00  
**Transfers Out:** \$0.00  
**Non-Construction-Related Expenditures:** \$0.00  
**Total Expenditures for Construction or Renovation:** \$0.00  
**Total Expenditures for Debt Service:** \$0.00  
**Closing Balance for all Construction-Related Funds or Accounts:** \$0.00  
**Report on Condition of Facilities:**

**Children who attend schools owned by the U.S. Department of Education**

Name of School Building Owned by the U.S. Department of Education	Total Number of Children Enrolled in This Building on Survey Date on Cover Page	Total number of children enrolled in this building on the survey date who live on Federal Lands, whose parents are members of the US Uniformed Services, and who are claimed on this application	Total number of children enrolled in this building on the survey date who DO NOT live on Federal Lands, whose parents are members of the US Uniformed Services, and who are claimed on this application

Child Category	Property	Property Address	Total Children
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**Foreign Military**

Property	Property Address	Total Children	Children with Disabilities
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**Uniformed Services Live-On**

Property	Property Address	Total Children	Children with Disabilities
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**Indian Lands**

Property	Property Address	Total Children	Children with Disabilities
Flandreau Santee Sioux Resv. - Specific	Indiv Trust Props Apprvd From FY 93 Appl, xxxx, South Dakota	84	20

**Uniformed Services Live-Off**

Total Children	Children with Disabilities
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**Foreign Military Live-Off**

Total Children	Children with Disabilities
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**Low Rent Housing**

Property	Property Address	Total Children
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**Live On Only**

Property	Property Address	Total Children
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**Work-On Only**

Property	Property Address	Total Children
Flandreau Tribal Hqtrs	Flandreau Santee Sioux Resv, Flandreau, South Dakota	49
Indian School	Flandreau, South Dakota	39

Royal River Casino	Flandreau Santee Sioux Resv, xxxx, South Dakota	44
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**Notes**

Topic	Explanation	Created By	Created On
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**Statements:**

**7003 Assurances, Certifications and Signing Statement**

I certify that I have read the statements contained in this application and that these statements and all of the data included in this application are, to the best of my knowledge and belief, true, complete, and correct. I certify that I am authorized to make the representations and commitments in this application, for and on behalf of the applicant and otherwise to act as the applicant's authorized representative in submitting this application for funding under section 7003 of the Impact Aid Program (Title VII of the Elementary and Secondary Education Act). I declare that the applicant will mail a complete copy of this application to the SEA at the same time that it submits this application to the U.S. Department of Education.

**General Assurances - Non-Construction Programs**

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non- Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88- 352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681- 1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination

on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

16. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, 'Audits of States, Local Governments, and Non-Profit Organizations.'

17. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

#### **Assurances - Impact Aid Programs**

The LEA further assures that:

1. It is a local educational agency that was created and authorized to operate schools, has administrative control and direction of free public education in the school districts, and that it may legally accept and disburse Federal funds to aid in financing its expenditures
2. It will comply with all applicable statutes, regulations, and requirements concerning this grant, including requirements of the Impact Aid law (Title VII of the ESEA), the program regulations (34 CFR Part 222), and program administrative requirements;
3. It will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for any Impact Aid payments received for federally connected children with disabilities claimed on Tables 1 and 2, and will use those funds to provide a free appropriate public education to those children in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C., 1400 et seq.). The special education programs provided to the children with disabilities claimed in this application conform to the policies, procedures and requirements of the (IDEA);
4. For any children claimed who reside on eligible Indian lands, policies and procedures have been established as required by section 7004 of the Impact Aid law, and have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures or a waiver statement from the local Indian tribe(s) is attached (see instructions for further information);
5. Any LEA claiming children residing on Indian lands will provide written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and will disseminate these responses to tribal leaders and parents of Indian children prior to the submission of their Impact Aid application; and
6. It is hereby advised that, under section 7011 of the Impact Aid law, it is entitled to request an administrative hearing on, and/or review or reconsideration of, any action of the Department under the Impact Aid law that adversely affects or aggrieves the applicant; any such requests are governed by the regulations in 34 CFR Part 222, Subpart J, except for requests for hearings concerning Indian policies and procedures, tribal complaints, and withholdings that are governed by the regulations at 34 CFR Part 222, Subpart G. Any request for a hearing, review or reconsideration under 34 CFR Part 222, Subpart J, must be made in writing and submitted within 60 calendar days from the date of the applicant's notice (receipt) of the adverse action to: Director, Impact Aid Program, United States Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-6244.

### **Certifications Regarding Lobbying**

Certification for Contracts, Grants, Loans, and Cooperative Agreements. The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for

making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*I have reviewed the Impact Aid application and the certifications and assurances on this page, and I am ready to sign and submit the application on behalf of my LEA.*

**Signed by Rick Weber**  
**Signed on 1/13/2020**  
**Submitted on 1/13/2020**



## 6070 IMPACT AID

It is the intent of the Flandreau Public School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Flandreau Public School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually. All changes, assessments and evaluations of all school programs will be implemented within 90 days of approval.

### I. Indian Policies and Procedures

The following Indian policies and procedures become effective upon school board approval.

**A. POLICY (1):** The Flandreau Public School District 50-3 will disseminate relevant applications, evaluations, program plans and information related to educational program and activities with sufficient advance notice to allow the Flandreau Santee Sioux Tribe and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

**PROCEDURES:** The Flandreau School District will disseminate information at least 1 week prior to all meetings to seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated at the April school board meeting which is the second Monday of the month. All interested parties will have the opportunity to review the documents with sufficient time to provide thoughtful input at the public meeting. The hearing will be publically advertised in the Moody County Enterprise newspaper and a notice will be sent to the Flandreau Santee Sioux Tribe to be posted in the Tribal Newsletter to allow all interested parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with the Flandreau Santee Sioux Tribe (FSST) Executive Committee to seek input.

Parents of Indian children, tribal officials, the Indian Education Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

The Flandreau Public School District will post minutes from the Indian Education meetings on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

The Flandreau Public School District will respond in writing to comments and recommendations made by FSST Indian Education Committee (Parent Advisory Committee), tribal officials or parents of Indian children and disseminate the responses to all parties by posting on the school's website after the April school board meeting.

**B. POLICY (2):** The Flandreau Public School District will provide an opportunity for the Flandreau Santee Sioux Tribe (FSST) and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their

children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)]

**PROCEDURES:** In order to allow Indian parents and tribal officials to make commentary concerning (1)the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2)the overall operation of the District's education program; and (3)the degree of parental participation allowed in the same, the Board will disseminate to parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations. Thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the Board. In accordance to their preferred method of communication.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the Flandreau Public School District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The Flandreau Public School District may re-locate meetings or times to encourage participation.

**C. POLICY (3):** The Flandreau Public School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

**PROCEDURES:** The Flandreau Public School District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data"). Annually, the District Administrator (or a designee), administrators, staff members, the Indian Education Committee (Parent Advisory Committee), Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children 's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children. The Flandreau Public School District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials by posting on the school's website at least 1 week prior to the release when completed as well as send a letter or email home notifying them of the posting. Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Indian Education Committee (Parent Advisory Committee) meetings, or directly to the school district by phone, email or writing. In addition, parents of Indian children and tribal officials may comment in the fall semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.

**D. POLICY (4):** The Flandreau Public School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CFR222.94(a)(4)]

**PROCEDURES:** During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary. The Indian/Parent Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. Once this had happened, the document will be forwarded to the Flandreau Public School Board as well as the tribal officials and posted on the school's website. If necessary, the Indian Education Committee may suggest revisions at other times of the year as appropriate.

**E. POLICY (5):** The Flandreau Public School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CFR222 .94(a)(5)]

**PROCEDURES:** The Flandreau Public School District will at least annually respond in writing to comments and recommendations made by the FSST Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties by posting on the school's website at least 1 prior to the submission of the IPPs by the District.

F. **POLICY (6):** The Flandreau School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

**PROCEDURES:** The Flandreau Public School District will annually provide a copy of the current Indian Policies and Procedures to the FSST as well as posting the IPP on the school's website.

Board Approval Date: April 8, 2019

Fund 27 (Impact Aid)

Date rec'd	Current Yr rec'd	FY 2020	FY 2019	FY 2018	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008	FY 2007
4/1/2020	276,467.72	112,917.12	25,072.33												
2/11/2020		138,478.27													
12/31/2019	333,599.29		107,032.21	29,645.40											
4/1/2019				22,589.43											
12/14/2018			137,168.92	(20,241.91)											
8/20/2018				(49,942.77)											
3/15/2018	304,296.45			160,996.52											
1/10/2018				164,359.05											
8/8/2017															
2/21/2017	260,163.32				60,071.60										
10/20/2016					181,013.92										
10/14/2016							19,077.80								
3/14/2016	221,405.55							24,028.22							
2/9/2016						37,141.24									
1/28/2016						147,982.39									
8/31/2015	222,996.91														
2/5/2015							82,733.28								
12/31/2014							118,110.49								
12/15/2014								63,699.32							
8/1/2014								102,176.00							
2/27/2014	163,875.32														
10/28/2013															
5/24/2013	190,912.12														
5/9/2013									17,162.80						
2/26/2013									43,452.76						
12/28/2012									78,214.98						
12/7/2012															
10/25/2012															
10/17/2012															
7/23/2012	192,975.03														
6/1/2012										35,336.94					
2/13/2012										115,166.27					
1/25/2012															
11/14/2011															
2/7/2011	307,710.47														
12/28/2010															
11/4/2010															
3/20/2010	255,689.27														
1/28/2010															
4/30/2009	323,985.70														
4/9/2009															
6/20/2008	343,173.52														
4/30/2008															
12/27/2007															
4/5/2007	256,793.26														
12/28/2006															

FY 2007-2020 3,377,576.01 251,395.39 269,273.46 280,754.32 278,248.85 231,255.19 219,921.57 187,903.54 151,084.24 170,172.39 226,116.94 281,317.13 356,074.32 377,688.40 343,712.59

Date rec'd	Current Yr rec'd	FY 2020	FY 2019	FY 2018	FY 2017	FY 2016	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008	FY 2007
4/1/2020	9,596.92	7,115.00	2,421.92												
2/11/2020															
12/31/2019															
4/1/2019	32,587.44		8,871.50	2,671.93											
12/14/2018			8,065.00	8,871.50											
10/28/2018					6,779.44										
8/20/2018															
1/10/2018	10,592.65			8,065.00											
8/18/2017					6,779.44										
10/20/2016	10,139.36				9,296.00										
10/14/2016															
3/14/2016	13,158.89														
2/9/2016															
1/28/2016						3,699.00									
8/31/2015						8,691.00									
2/5/2015	10,508.51														
12/31/2014															
12/15/2014															
8/1/2014							4,174.50								
2/27/2014							3,795.00								
10/28/2013	14,608.00							5,319.00							
5/24/2013	17,522.95							9,289.00							
5/9/2013									3,317.50						
2/26/2013															
12/28/2012									3,317.50						
12/17/2012									7,298.50						
10/25/2012															
10/17/2012										2,276.00					
7/23/2012										7,966.00					
6/1/2012	16,411.07														
2/13/2012															
1/25/2012															
11/14/2011															
2/7/2011	16,040.07														
12/28/2010															
11/4/2010															
3/20/2010	18,010.00														
1/28/2010															
4/30/2009	30,340.00														
4/9/2009															
6/20/2008	32,520.00														
4/30/2008															
12/27/2007															
4/5/2007	19,620.00														
12/28/2006															
FY 2007-2020	251,615.86	7,115.00	16,936.50	16,936.50	16,075.44	14,857.65	8,832.86	15,192.32	14,178.07	12,807.62	14,035.44	20,607.94	34,213.51	33,176.79	24,228.30

## SCHOOL BOARD MEETING

March 16, 2020

The Board of Education of the Flandreau School District No. 50-3, Flandreau, Moody County, South Dakota, met in regular session in the High School lunchroom at 6:00 p.m. Board members Kari Burggraff, Kevin Christenson, Jamie Hemmer, Brian Johnson, Kelly Kontz, Tammy Lunday and Tom Stenger were present. Superintendent Rick Weber, Business Manager Stacey VanBeek, and Principals Nichole Herzog, Justin Kelm and Brian Relf were also present.

The Pledge of Allegiance was recited.

There were no open forum items this month.

03-108.20 Motion by Christenson, seconded by Johnson to approve the agenda. All voted aye.

Visitors to the meeting: Travis Ahrens, Marietta Gassman, Tracey Heinemann, Trisha Hess, Owen Parsley, Jean Pulscher, Jenna Sorsen, Brendan Streitz, Brian Welbig, Brenda Whipkey, Elizabeth White.

Superintendent's and principals' reports were given. Kelly Kontz and Thomas Stenger turned in petitions for three-year school board terms and Tammy Lunday turned in a two-year term petition. Those three petitions filled the openings, so there will be no school board election this year.

Board goal committee updates were shared.

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

03-109.20 Motion by Burggraff, seconded by Hemmer to approve the consent agenda consisting of minutes for the regular meeting on February 10, 2020, with one correction—it was the second reading of Policy 6723, not the first; minutes of the special meeting on February 19, 2020; the financial reports as of February 29, 2020; the bills in the amount of \$52,183.29 be allowed from General Fund; \$30,169.81 be allowed from Capital Outlay Fund; \$53,349.35 be allowed from Special Education Fund; \$29,076.21 be allowed from Food Service Fund. All voted aye.

03-110.20 The third reading of Policy 6723 – Requirements for Graduation was held. Motion by Christenson, seconded by Johnson to approve this policy. All voted aye.

Preliminary General Fund and Capital Outlay budgets were presented.

03-111.20 Motion by Burggraff seconded by Johnson to approve the use of the school-owned music equipment for the Music Boosters music trip. All voted aye.

03-112.20 Motion by Burggraff, seconded by Lunday to approve two open enrollment applications. All voted aye.

03-113.20 Motion by Lunday, seconded by Christenson to approve the drivers' education classroom tentative dates of May 26th through June 4th; student fees set at \$240; the class will need a minimum of 18 students. If more than 26 enroll, age will be the determining factor of who will be able to take the course; oldest students will be allowed first; set instructor Travis Ahrens' wage at \$22 per hour. All voted aye.

The first readings of Policy 5560 – Business Procedures and 5565 – Fiscal Accounting Policies were held.

03-114.20 Motion by Kontz, seconded by Hemmer to accept the resignation of Gail Veldkamp, high school English teacher, at the end of the 2019-2020 school year. All voted aye.

03-115.20 Motion by Burggraff, seconded by Christenson to accept the resignation of Janet Jorgenson, high school science teacher, at the end of the 2019-2020 school year. All voted aye.

03-116.20 Motion by Hemmer, seconded by Burggraff to accept the resignation of Rachel Slaven Williams, middle school science teacher, at the end of the 2019-2020 school year. All voted aye.

03-117.20 Motion by Johnson, seconded by Kontz to accept the resignation of Rebecca Amdahl Meyers, ELL instructor, at the end of the 2019-2020 school year. All voted aye.

03-118.20 Motion by Johnson, seconded by Kontz to accept the resignation of Katherine Lefor, elementary paraprofessional, as of March 13, 2020. All voted aye.

03-119.20 Motion by Hemmer, seconded by Christenson to accept the resignation of Karla Kopejtka, junior high girls basketball coach, effective immediately. All voted aye.

03-120.20 Motion by Burggraff, seconded by Johnson to accept the resignation of Lori Williams, C team volleyball coach, effective immediately. All voted aye.

03-121.20 Motion by Johnson, seconded by Burggraff to cast a vote for Tara Johanneson for the ASBSD Board of Directors Southeast Region position. All voted aye.

03-122.20 Motion by Burggraff, seconded by Christenson authorizing membership in the South Dakota High School Activities Association for 2020-21. All voted aye.

03-123.20 Motion by Christenson, seconded by Lunday authorizing an executive session of the Board in accordance with SDCL 1-25-2 regarding (1) and (4). All voted aye. The Board thereupon went into executive session at 6:52 p.m. All matters having been considered,

President Stenger declared the executive session over. The Board resumed in open session at 8:09 p.m.

03-124.20 Motion by Johnson, seconded by Christenson to approve the work agreement of Amy Schoeberl, paraprofessional at \$12.10/hour. All voted aye.

03-125.20 Motion by Burggraff, seconded by Hemmer to approve the contract of Leslie Arnold, paraprofessional at \$12.10/hour. All voted aye.

Gross salaries for February is as follows: Instruction \$196,560.93; Support Services \$84,050.55; Co-curriculars \$26,596.00; Social Security \$22,139.57; Retirement \$17,359.84; Insurance \$26,984.49. Special Education Fund: Instruction \$51,710.45; Support Services \$24,673.34; Social Security \$5,480.00; Retirement \$4,330.82; Insurance \$9,088.99. Food Service Fund: Salaries \$2,244.15; Social Security \$160.11; Retirement \$134.38; Insurance \$559.99.

03-126.20 There being no further business, motion by Christenson, seconded by Kontz to adjourn the meeting at 8:11 p.m.

Tom Stenger, President

Stacey VanBeek, Business Manager

Flandreau School District #50-3

(Published once at the total approximate cost of \_\_\_\_\_.)



FLANDREAU SCHOOL DISTRICT #50-3  
 FINANCIAL REPORT FOR THE MONTH  
 ENDING March 31, 2020

	General Fund	Capital Outlay Fund	Special Education Fund	Pension Fund	Impact Aid Fund	Bond Redemp. Fund	Food Service Fund	Enterprise Fund (DE)	Trust and Agency Fund
Balance forward:	1,110,243.08	1,219,961.25	(171,237.36)	-	690,757.65	210,207.92	182,279.81	7,640.43	525,581.19
<b>Local Sources:</b>									
Taxes	30,776.11	41,132.25	23,597.51			7,194.82	75.93		
Interest	462.58	508.08			287.81	87.60			
Co-Curricular	503.45						48.42		
Misc	4,199.78						12,565.39		
Meals/milk									80,236.32
Student Activities									
Transfers In/Out									
<b>Intermediate Sources:</b>									
County Apportionment	8,698.46								
<b>State Sources:</b>									
State Aid	247,674.00		18,336.00						
State Apportionment	-								
Bank Franchise Tax	29,724.82								
Impact Aid									
Mentor teachers									
State Assessed Utilities									
<b>Federal Sources:</b>									
Grants	10,808.09								19,696.65
Total Revenue:	332,847.29	41,640.33	56,392.84	-	287.81	7,282.42	32,386.39	-	80,236.32
Total Available:	1,443,090.37	1,261,601.58	(114,844.52)	-	691,045.46	217,490.34	214,666.20	7,640.43	605,817.51
Disbursements:	(395,178.16)	(30,169.81)	(147,728.11)	-	-	-	(31,975.25)	-	(76,246.40)
Balance on hand 3-31-20	1,047,912.21	1,231,431.77	(262,572.63)	-	691,045.46	217,490.34	182,690.95	7,640.43	529,571.11

TRUST AND AGENCY FUND  
FINANCIAL REPORT  
MONTH ENDING FEBRUARY 29, 2020

ACCOUNTS	BEGINNING BALANCE	DISBURSEMENTS DURING MONTH	RECEIVED DURING MONTH	END OF MONTH TOTAL
CHEERLEADER CLUB	3,508.20	374.85	-	3,133.35
CLASS OF 2019	-	-	-	-
CLASS OF 2020	1,309.28	3.02	263.25	1,569.51
CLASS OF 2021	3,762.41	938.21	2,359.53	5,183.73
COMMUNITY REWARDS	14,104.54	94.86	30.00	14,039.68
EDUCATION FOUNDATION	-	-	-	-
ELEMENTARY ACTIVITY	7,785.85	3.02	14.40	7,797.23
ELEMENTARY WEEKEND FUEL	6,057.72	735.92	15.10	5,336.90
FLEX PROGRAM	7,119.23	2,950.64	3,979.99	8,148.58
FFA	7,394.45	406.31	212.16	7,200.30
FFA LAND PLOT	-	-	-	-
IMPREST	834.54	1,114.60	3,165.46	2,885.40
MIDDLE SCHOOL ACTIVITY	3,923.35	3.02	-	3,920.33
NATIONAL HONOR SOCIETY	475.64	301.02	-	174.62
PAYROLL WITHHOLDING	22,123.86	46,189.90	48,323.29	24,257.25
PBIS - HS	257.56	23.02	-	234.54
PBIS - MS	188.07	23.02	-	165.05
PBIS - EL	498.64	3.02	-	495.62
REVOLVING ACCOUNT	0.00	-	-	0.00
SCHOLARSHIP - BECHEN	11,499.47	-	-	11,499.47
SCHOLARSHIP - EVANS	-	-	-	-
SCHOLARSHIP - FFA LAND	83,190.43	-	-	83,190.43
SCHOLARSHIP - FULLER	6,677.86	-	-	6,677.86
SCHOLARSHIP - GENERAL	17,475.32	-	219.00	17,694.32
SCHOLARSHIP - JELLIFE	6,000.00	-	-	6,000.00
SCHOLARSHIP - DAKOTALAYERS	5,600.81	-	-	5,600.81
SCHOLARSHIP - LEE	206,778.72	-	-	206,778.72
SCHOLARSHIP - MASONIC	20,000.00	-	-	20,000.00
SCHOLARSHIP - RICE	6,000.00	-	-	6,000.00
SCHOLARSHIP - RUSCH	72,000.00	-	-	72,000.00
SCHOLARSHIP - WITTERN	6,210.12	-	-	6,210.12
SCHOLARSHIP - HURSEY	-	-	-	-
SCHOLARSHIP - JONES	-	-	-	-
SCHOLARSHIPS - SUTTON/ACKERMAN	-	-	-	-
SCHOOL EMP. CONTRIBUTIONS--HS	1,057.97	770.32	23.11	310.76
SCHOOL EMP. CONTRIBUTIONS--MS	394.48	231.49	-	162.99
SCHOOL EMP. CONTRIBUTIONS--EL	330.13	24.36	-	305.77
SMOOTHIE SHOP (LIFESKILLS)	115.69	-	-	115.69
STUDENT BODY ACCOUNT - HS	1,032.84	3.02	10.51	1,040.33
STUDENT COUNCIL - HS	1,160.03	515.02	290.00	935.01
TITLE VI STUDENT FUNDRAISING	22.56	-	-	22.56
TITLE VI UNITED WAY (AFTER SCH GRAN	691.42	3.02	-	688.40
TOURNAMENT PLAYOFFS	-	21,534.74	21,330.52	(204.22)
<b>TOTALS</b>	<b>525,581.19</b>	<b>76,246.40</b>	<b>80,236.32</b>	<b>529,571.11</b>

**BILL LISTING - April 13, 2020**

**GENERAL FUND:**

Avera		Services		2,166.71
BMO Procurement Card				
	Amazon	Supplies	89.61	
	Brookings Engraving	Plaques	106.00	
	Easy Time Clock	Time clock software	31.00	
	Ekern	Supplies	590.87	
	Elite Business Systems	Maintenace	55.03	
	G&R Controls	Repairs	1,170.70	
	Hermitage Art	Supplies	74.36	
	Instrumentalist Awards	Supplies	208.00	
	JCL	Supplies	2,067.64	
	JW Pepper	Music	38.99	
	Kibble	Repairs	160.74	
	Office Peeps	Maintenance	1,847.83	
	Patriot Electric	Supplies	39.16	
	Popplers	Music	140.46	
	SDIAAA	Registrations	(65.00)	
	Sturdevants	Supplies	29.58	
	Tyler Lumber Company	Supplies	83.33	
	United Laboratories	Supplies	1,429.41	
	Vast Business	Services	783.80	
	Verizon	Services, phone	54.29	8,935.80
		Utilities, SRO		17,963.04
City of Flandreau		Services	600.00	
Crystal Theatre		Services	140.65	
Dakotacare		Services	880.00	
Eng Services		Coaching class	35.00	
Genzlinger, Derek		Services	100.00	
Graves IT Solutions		Services	20,213.04	
Harlow's		Supplies	60.10	
Maynards		Utilities	1,395.15	
MidAmerican Energy		Services, Supplies	263.65	
Moody County Enterprise		Postage	57.41	
Petty Cash		Gasoline	65.72	
Powers Oil		Services	65.26	
Prairie Lakes Education Coop		Supplies	90.00	
SDHSAA		Services	24.50	
Sparkle Car Wash				
Trust & Agency--Imprest				
	Beers, Jerry	DH official	165.20	
	Brookings School District	Registration	100.00	
	Entringer, Aaron	DH official	140.00	
	Vossekul, Chad	DH official	140.00	
	Flandreau Schools	Region wrestling share	204.20	749.40
		Mileage		40.00
Whipkey, Brenda				
		<b>TOTAL GENERAL FUND</b>		<b>53,845.43</b>

**CAPITAL OUTLAY FUND:**

BMO Procurement Card				
	Teacher Synergy	Software	58.79	58.79
		Services		5,030.00
Randall Stanley Architects				
Trust & Agency--Imprest				
	Amazon	Library books	365.20	365.20
		<b>TOTAL CAPITAL OUTLAY FUND</b>		<b>5,453.99</b>

**SPECIAL EDUCATION FUND:**

Provider		Services		781.20
BMO Procurement Card				
	Casey's	Gasoline	67.51	
	Provider	Services	23,976.00	
	Verizon	Services, phone	54.29	24,097.80
Provider		Services		2,384.92
Goodcare		Services		3,783.51
Maynards		Supplies		13.68
Powers Oil		Gasoline		511.07
Prairie Lakes Educational Coop		Services		3,242.38
Provider		Services		4,808.69
Provider		Services		999.13
		<b>TOTAL SPECIAL EDUCATION FUND</b>		<b>40,622.38</b>

# FLANDREAU SCHOOL DISTRICT TRANSPORTATION REPORT

## MILEAGE

Bus No	Begin Month	End Month	Total Miles	Other Miles	Activity Miles Bus	Activity Miles Van	Actual Route Miles	Miles Per Day
76	77735	78030	295				295	70
64	46867	47513	646				646	80
66	49944	50673	729				729	80
3	31647	32534	887				887	86
62	103881	104626	745				745	76
11	39358	39358	0					
25	82950	83037	87				87	
75	12116	12116	0					
Fuel Contract Price: \$ 2.00 (Add or deduct \$.01 per mile for each \$.05 increase or decrease per gallon.) Current Fuel Price: \$2.55 Bus Routes \$/mile: \$ 2.99 Activity Bus \$/mile: \$ 2.62 Van \$/mile: \$ 2.23 M-B Route Route Charge: \$ 18,911.75 Activity Charge \$ 839.29 Other: F.E.C. \$ 462.00 Total: \$ 20,213.04								

Month: Mar-20  
 Days in Session: 10

## ACTIVITY TRIPS

Bus No.	Date	Destination	Purpose	Bus Miles	Van Miles	Bus Cost	Van Cost	Layover Time	Layover Cost	Total Cost	Budget Item 6500-310
64	6-Mar	Brookings	HS Science	60		157.20		3	44.94	202.14	101131000331
64	9-Mar	Sioux Falls	HS Chorus	100		262.00		8	119.84	381.84	6900
3	9-Mar	Madison	GBB	66		172.92		5.5	82.39	255.31	6200
TOTAL										\$ 839.29	

GENERAL FUND BUDGET

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021	Variance
1110	Taxes - (combined w/state aid for prelim. budget)	1,207,760		(1,207,760)
1120	Prior Yr Ad Valorem Taxes	14,000	14,000	-
1130	Tax Deed Revenue	-	-	-
1140	Utility Taxes (Telephone, Electric Gross Receipts	80,000	80,000	-
1180	Other - Taxes Paid in Advance	-	-	-
1190	Penalties/Interest on Taxes	4,300	4,300	-
1510	Investment Earnings	5,000	6,000	1,000
1710	Cocurricular - Admissions	20,000	20,000	-
1730	Cocurricular - Pupil Organizations	2,000	2,200	200
1740	Co-curricular - Rentals (Band)	1,000	1,200	200
1790	Co-curricular - Other (Entry Fees)	1,000	1,000	-
1910	Rentals (Commons, gym, etc)	700	1,000	300
1920	Contributions & Donations	-	-	-
1973	Medicaid Indirect Administration Services	14,000	14,000	-
1990	Other	10,000	8,000	(2,000)
1999-xxx	Other (Tec Web carryover)	-	-	-
1999-999	Other - E Rate (telecommunications)	-	2,000	2,000
1999-401	Other - Perkins grant	10,880	10,000	(880)
1999-xxx	Other - AR, Library (carryover)	5,611	3,500	(2,111)
1999-113	Other - Laptops	5,000	5,000	-
1999-690	Other - Yearbooks	1,200	1,500	300
2110	County Apportionment	95,000	105,000	10,000
3111	State Aid	2,930,100	4,290,617	1,360,517
3111	State Aid (one-time funds)	-	-	-
3112	State Apportionment	70,000	75,000	5,000
3114	Bank Franchise Tax	25,000	25,000	-
3125	Mentor Teachers (PSII, PSIII, Stdnt. Teach)	18,000	10,000	(8,000)
4142-409	Title VI Native American Education	49,181	49,181	-
4151	Other - Fruit/Vegetable grant	20,000	15,000	(5,000)
4153-404	Title IV (Expendure in Title I)	17,147	17,459	312
4158-493	Title I Part A (84.010)	146,539	130,667	(15,872)
4158-495	Title I Focus Grant 1003a	-	-	-
4159-402	Title II Part A (CSR) (84.367)	39,820	38,233	(1,587)
4160-403	Title III ELA Grant	-	-	-
5110	Transfer from Impact Aid Fund (Title VII)	336,200	276,470	(59,730)
	Cash applied	55,174	-	(55,174)
5110	Transfer in from Capital Outlay	250,000	-	(250,000)
				-
	<b>TOTAL MEANS OF FINANCE</b>	<b>5,434,612</b>	<b>5,206,327</b>	

5,206,327 Revenue

(5,405,048) Expenditures

(198,721)

EXPENDITURES

FUNCTION	SOURCES	2019-2020	2020-2021	Variance
1111	Elementary (K-4) (includes Title IIA)	1,111,648	1,112,948	1,300
1112	Elementary (Jump Start - summer)	3,500	3,370	(130)
1121	Middle School (5-8)	763,848	760,498	(3,350)
1131	Secondary (9-12)	881,425	867,205	(14,220)
1273-473	Title I	263,718	263,718	-
1273-495	Title I Focus Grant	-	-	-
2113-409	Title VII Native Am Ed Coordinator	48,150	52,620	
2122	Guidance Services	192,690	196,650	3,960
2132	Nursing Services - screenings			
2134	Nursing Services - individual services	5,100	5,100	-
2212	Instructional Staff Training	7,568	7,568	-
2213	Instructional Staff Training	28,694	28,000	
2214-495	Title I Focus Grant Professional Dev	-	-	
2222	School Library Services	96,344	96,124	(220)
2227	Technology In School	109,210	111,310	2,100
2311	Board of Education Services	42,730	40,030	(2,700)
2314	Election Services	2,900	2,900	-
2315	Legal Services	5,000	5,000	-
2317	Audit Services	10,300	10,500	200
2321	Office of Superintendent Services	134,536	134,561	25
2329	Other - Cooperative Services	1,500	1,500	-
2490	Other - Medicaid Adm Services	2,500	2,500	-
2410	Office of the Principal Services	344,624	341,749	(2,875)
2529	Fiscal Services	144,763	143,983	(780)
2542	Operation/Maintenance of Plant	660,350	642,050	(18,300)
2543	Care & Upkeep of Grounds Services	16,500	15,750	(750)
2544	Care & Upkeep of Equipment Services	22,000	20,000	(2,000)
2545	Vehicle Servicing & Maintenance	7,100	6,500	(600)
2546	Security Services (SRO)	50,000	45,000	(5,000)
2555	Contracted Bus Services	185,000	200,000	15,000
2562	Fruit/Veg Grant	20,000	15,000	(5,000)
4500	Early Retirement	-	-	-
6100	Male Co-Curricular Activities	66,181	66,181	-
6200	Female Co-Curricular Activities	45,040	45,040	-
6900	Combined Co-Curricular Activities	92,694	92,694	-
6510	Co-Curricular Transportation	44,000	44,000	-
7000	Contingencies (budget only)	25,000	25,000	-
	<b>TOTAL EXPENDITURES</b>	<b>5,434,612</b>	<b>5,405,048</b>	<b>(29,564)</b>

**Capital Outlay  
March 2020**

Available = \$1,525,000

Total requested = \$

**Every year Costs - \$**

Building maintenance – warranty = \$36,000

Debt services = \$397,000

Bus contract – 15% of contract = \$34,000

Textbooks = \$25,000

Technology – District wide = \$170,000

Library – Books, etc = \$12,000

Fiscal Services – accounting software = \$7,000

Cafeteria Software = \$2,300 or Food Service

Transfer = \$ up to \$600,000

**2020 items/requests = \$**

**Building Maintenance: \$**

HS Reception Area = \$150,000

HS Hallway Tile = \$

MS/HS Floor mats = \$

Elem Doors (Team Entrance/Storage) = \$

Tile – HS Lounge = \$

MS Breezeway – Windows = \$

Shop outside door = \$

HS Masonry – Tuck pts = \$17,500

Shampooer – Small (Elem) = \$1,000

Floor Fans (4) – Elem = \$1,000

HS Lounge – Bathrooms = \$25,000

Marathon 350 cleaner (HS) = \$650

Tile – Office and Lounge areas (Elem) = \$

Pallet Jack = \$2,200

Tech Center Window removal = \$

**Grounds: \$**

Tables for Hangar (8) = \$1,000

MS Front Entrance camera = \$1,500

MS Front entrance drainage = \$

Concrete/Curbs = \$

Gator Tires = \$600

**Administration \$**

SRO desk = \$700

Pamphlet holders –Ivers = \$

**Elementary Staff: \$**

Bulletin Board – Molden = \$500

Desks – Amdahl (20) = \$2,000

Fabric Ball Chair (5) – Amdahl = \$800

Seat Cushion – Amdahl = \$300

Table skin covering – Amdahl = \$

Tile/Carpet – Library = \$

Paper Shredders (2) = \$1,000



Storage cabinet – Beltman = \$500

Desks – Keating (20) = \$4,500

Chairs – Keating (20) = \$600

Table – Drietz (6) = \$2,000

Utility table – Zephier = \$700

Chairs – Sorsen (6) = \$300

Chairs – Fargen (12) = \$600

Chairs – Hawks (20) = \$1,000

Desks – Wortham (20) = \$4,500

Chairs – Wortham (10) = \$600

Wooden Chairs – Drietz (6) = \$400

Lateral Filing Cabinet – Zephier = \$800

Desks – Sorsen (6) = \$1,500

Tables – Fargen (9) = \$2,800

Desks – Hawks (20) = \$4,000

Chairs – McCafferty (5) = \$350

**Middle School Staff:** \$

Copier = \$7,000

Document Cameras (4) = \$1,200

**High/Middle School Staff:** \$

Round Table (Lena-Helling) = \$500

White board skin – Rieff = \$500

File Cabinet – Rieff = \$500

Storage Cabinet – Rieff = \$800

**High School Staff:** \$

White board – Hall = \$700

Camera – Hall (4) = \$2,500

Window Screening – Hall = \$2,000

Desks – Hall (2) = \$1,000

Cabinet – Bergstrom (2) = \$850

Shelf unit – Bergstrom = \$500

Counter Fridge – Bergstrom = \$600

Cabinet – White = \$600

**Activities:** \$

Stage pieces (6) = \$

Basketball racks (2) = \$800

FB Uniforms – Away = \$5,000

GBB Uniforms = \$3,000

FB Helmets = \$5,000

FB Shoulder Pads = \$3,000

Pole Vault, etc. = \$35,000

**Music/Band:** \$

Carpet – Chorus = \$

Instruments = \$6,000

**MCRC:** \$

STEM Workstation (2) = \$2,500

Video Cameras (2) = \$900

**Other:** \$

Cheese machine – Concessions = \$500

Capital Outlay Software	2020-2021
Adobe Software	\$ 2,600.00
Alert Now	\$ -
BrainPop	\$ 2,800.00
Classroom Business Sim.	\$ 2,600.00
Cloud Wi-Fi 5yr	\$ -
Ipad Management	\$ 920.00
Planbook	\$ -
Tie Membership	\$ 1,300.00
ICU	\$ -
Campus Messenger	\$ 825.26
Shout Out SMS for Campus	
Campus Learning	\$ 717.62
Blackboard - Website	\$ 2,714.74
Campus Registration	\$ 2,000.00
Cloud Ready	\$ -
Offsite Backup	\$ 561.80
IXL	\$ 1,000.00
Renaissance Reading	\$ -
Microsoft Licenses	\$ 5,843.69
Forticient	\$ 495.51
Praxis Testing for paraprofessionals	\$ 200.00
Monitoring Software for Laptops/Chromebooks	\$ -
Map Testing	\$ 9,129.25
Rosetta Stone (\$165 Copy)	\$ 2,500.00
Colony Firewall	\$ -
Software Total	\$ 36,207.87

Capital Outlay Hardware	2020-2021
Wireless Controller and Access Points.	\$ -
Teacher Machines	\$ -
High School Student Machines	\$ 150,000.00
Elementary I pads (1st & 2nd = 120)	\$ -
Cables/External Devies	\$ 500.00
Promethean board (Mobile Stands + Shipping)	\$ 23,500.00
Switches	\$ 11,671.02
Racks	\$8,000
IPAD REPAIRS	\$ -
UPS	\$ -
Chromebook\IPAD Sleeves	\$ 3,250.00
Printers	\$ 1,500.00
Chromebooks (7th & 8th = 120, 3rd = 60)	\$ -
Servers	\$ -
Lunch Machines	\$ 1,000.00
Computer Labs lab (Library)	\$ 14,000.00
<b>Total</b>	<b>\$ 213,421.02</b>

	2020-2021
<b>Total Tech Budget</b>	
Hardware Budget	\$ 213,421.02
Software Budget	\$ 36,207.87
<b>Total Budget</b>	<b>\$ 249,628.89</b>

\*Note 2017-2018 buget was \$181,065

## **5560 BUSINESS PROCEDURES**

Edit section "E. Travel Expense" to read as follows:

### **Travel Expense**

Reimbursement for board, room, and travel expense for school employees and board members who are on authorized travel outside the district shall be in accordance with the state travel guide. If any travel costs are incurred that would be charged to federal programs must be considered reasonable and fall under the same state travel guidelines.

Add section "H. Procurement":

The district must maintain records sufficient to detail the history of all procurements, in accordance with the record retention guidelines set forth by the State of South Dakota. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis) and verification that the contractor is not suspended or debarred. Any item over \$5,000 must be put out to bid and at least three bids must be obtained for that item.

The District has adopted the State of South Dakota Retention Guidelines as their record policies.

## **5565 FISCAL ACCOUNTING POLICIES**

Add new section:

### **CASH MANAGEMENT OF FEDERAL FUNDING**

The business manager will draw down funds in a manner consistent with realistic cash needs, but at least once every four months with the balance being drawn after the August payroll to coincide with the expenses incurred for the final payroll expenses of the prior school year. The business manager performs all drawdowns based on expenditures incurred, which have been verified by the district expenditure listing.

Add new section:

### **ALLOWABILITY OF COSTS FOR FEDERAL FUNDING**

Flandreau School District allocates Title money for salaries and benefits only, so we do not have any confusion on whether or not a cost is allowable. All drawdowns from our federal Title money are supported with source documentation and are completed by the Business Manager and reviewed by the School Board on their monthly financial reports. Using the school accounting system (SUI), federal funds have respective object codes to make revenue and expenditures transparent and easy to track. All reimbursements of federal funds will match accounting expenditure reports. If expenditures exceed the allowable costs, only the remainder left on the federal grant is claimed.

## COVID-19 Modified Graduation

A small committee met to discuss graduation options for our 2020 Seniors. We created the following:

- A Senior parade on May 16th, beginning at 2pm.
- Each Senior gets one vehicle that they can decorate (think homecoming float on a smaller scale). The vehicle may not be larger than a pickup truck. Seniors are allowed to personalize and be creative - if a golf cart or horse is more their style, that is allowable.
  - If a Senior does not have access to a truck or other float-like vehicle, we have staff who are willing to use theirs for the event. Because of social distancing, the family of the graduate cannot be in the staff member's vehicle and will have to find a location to watch the parade.
  - If a Senior cannot afford decorations, we will provide basic decorations for him/her using our HS staff jean money.
- The Senior will ride in the back of the truck, so he/she is visible to all along the parade route. They should wear their graduation gown, cap, and stoll.
- The parade will come to an end at the high school parking lot where we will proceed with a modified ceremony (this can be Live Streamed).
  - Using a portable stage (from the community center?), we will set up in the grassy area off the high school parking lot.
  - Each Senior will get 1 reserved parking space that faces the stage. As they finish the parade, they (or their immediate family) will park in that space.
  - The graduation speakers will each get to give their speeches (only allowing one on stage at a time), and Mrs. Kneebone will sing the rose.
  - An MC will announce each Senior, highlighting information about each. The Senior comes to the stage where his/her diploma and rose will be placed on a table for him/her to pick up. Family members are encouraged to honk their horns in celebration and recognition as their Senior crosses the stage after taking the diploma and rose.
  - To maintain social distancing, the next Senior will not be called until the previous Senior has left the stage.

# MS + Elem

Dear Flandreau Middle School Families,

Due to the various ways we are collecting and then assessing work, we have decided to move away from letter grades for the last quarter. Below is a scale we will use in Infinite Campus for day-to-day work completion. It is our hope that this process will be less stressful for the students and parents during this unprecedented time.

The chart below provides a number and a description of quality of work received. The numbers describe the degree to which your child has met the expectations set for the week in each content area. When the school year ends, there will not be a summative or final grade for the fourth quarter.

Our goal is to have Infinite Campus updated each Friday. We understand this is a change to our regular schedule, but we believe this new process will be less stressful and more equitable for all students.

As a parent or guardian, you need only to be concerned about seeing a rating of "1" in Infinite Campus. A "1" ratings means the student did not attempt the work, and you may need to check in with your child to ensure their work is being completed. The rest of the rates (2-3) indicate the week's assignments were completed and accepted by the teacher. No further action is needed.

**\*Please note:** 8th grade Algebra for High School credit will remain a letter grade because it is a grade that appears on a high school transcript.

Meets expectations	3
Approaches expectations	2
Does not attempt expectations	1

H/S

## End of Term Grading Options

### Option 1

#### Traditional Letter Grades

This follows the traditional A/B/C/D/F semester grade model. Students get grades based on assignments given. This is averaged with the 3rd quarter grade.

\*See rubric on last page for quarter weight options

#### Pros:

- Better for high-achieving students.
- Accountability is higher.
- GPA is counted
- Easier for teachers

#### Cons:

- GPA is counted and could take a hit
- Potentially punishing students for their circumstances
- Potentially failing students for their inability to teach themselves
- Higher failure rate, which leads to more need for credit recovery classes next year.
- Could lead to more dropouts because of the negative impact it could have on graduation with cohorts.

#### Other Considerations (from FHS staff):

For people on the edge C+, B+ for the first quarter. I don't know that they have a path to get to an A- or B- now which make a huge difference in GPA. For example if a student earned a 91.5% the lowest B+ in quarter 3 and earn 100% in quarter 3. They would earn 93.6% a B+ still. Makes it seem like no matter how hard they work this quarter can only hurt and not help.

HS

## End of Term Grading Options

### Option 2

#### Pass/Incomplete

Students get grades based on assignments given. This is averaged with the 3rd quarter grade. Students either get a "Pass" or "Incomplete" as the final semester grade. Students with "Incomplete" will have the first **TBD** weeks of the school year to complete the work not done in order to move to "Pass". If it is not complete, the student receives an F and will have to enroll in full semester credit recovery.

#### Pros:

- More accommodating and understanding of student circumstances
- Students are still accountable for doing the work
- Allows students who needed support the opportunity to get it the following school year
- Opportunity to still get credit without needing to retake the entire semester

#### Cons:

- GPA isn't counted
- Could feel like it promotes lack of accountability
- Incomplete will not likely work for senior students
- MAY have SD Opportunity Scholarship ramifications.

#### Other Considerations (from FHS staff):

I'm speaking as a parent (of a junior). I don't want her GPA to be affected because of this. She has a high GPA now and is a good student. She has been working hard on her distant learning packets and I have no doubt she will be able to obtain her normal traditional grades. I don't want her to not qualify for some sort of scholarship or college entrance next year because of this altered grading.

HS

## End of Term Grading Options

### Option 3

#### Hybrid - Student Choice

The parents and students have the ability to choose if they want to receive a traditional grade or a Pass/Incomplete grade for all of the student's classes. The parent will need to complete an online form that verifies his/her selection.

Students who do not choose an option will automatically be given the Pass/Incomplete grade.

#### Pros:

- Promotes student and parent choice and ownership
- Individuals can weigh their options and evaluate the impact on own GPA
- Allows high achieving students to boost their GPA for their efforts, but provides a safety net for students who have extenuating circumstances. It's the best of both worlds.

#### Cons:

- Not a uniform approach
- May have typically high-achieving students choose an "easy out"
- May have to manually input transcripts
- MAY have SD Opportunity Scholarship ramifications.

Other Considerations (from FHS staff): N/A



H5

## End of Term Grading Options

### Option 4 - Modified Traditional

Modified Traditional
<p>This follows the traditional A/B/C/D semester grade model, except that students who fail a class will be given an Incomplete instead. This will allow those who have extenuating circumstances to complete the work at the beginning of next school year to earn the credit back. *See rubric on last page for quarter weight options</p>
<p>Pros:</p> <ul style="list-style-type: none"><li>- More flexibility for teachers</li><li>- still allow benefits of traditional grading with opportunity for students facing challenges.</li><li>- Keeps it mostly the same. Allows those able to work and ARE working to get something for doing it and then takes into consideration those who have circumstances that don't allow working.</li><li>- Students are still expected to do the work when we return to school.</li><li>- This option provides for a level of accountability while providing some grace as well.</li></ul>
<p>Cons:</p> <ul style="list-style-type: none"><li>- Incomplete will not likely work for senior students</li><li>- This could still negatively impact the GPA of the students with special circumstances. 2/3/5--MAY have SD Opportunity Scholarship ramifications.</li></ul>
<p>Other Considerations (from FHS staff):</p> <p>For people on the edge C+, B+ for the first quarter. I don't know that they have a path to get to an A- or B- now which make a huge difference in GPA. For example if a student earned a 91.5% the lowest B+ in quarter 3 and earn 100% in quarter 3. They would earn 93.6% a B+ still. Makes it seem like no matter how hard they work this quarter can only hurt and not help.</p>

HS

## End of Term Grading Options

### Option 5 - Electives/Cores

#### Electives/Cores

Elective classes would be graded as Pass/Incomplete. This would help students prioritize their core classes, while also providing teachers a less stressful approach to grading. It is difficult for performance-based/driven classes to assign grades when they are unable to evaluate student performance.

Core classes would be graded following the traditional grading model, placing greater emphasis and priority on core classes.

Pros:

- Allows students to focus their greater effort into core classes.
- More flexibility for teachers who have performance-driven elective classes.

Cons:

- Could give the impression that electives are not as valuable as cores.
- This could still negatively impact the GPA of the students with special circumstances.
- MAY have SD Opportunity Scholarship ramifications.
- tough to start out next year with last year's work to finish.

Other Considerations (from FHS staff):

Kids that put in the work will receive the grade they deserve. Kids who did not put in the work are held accountable but will have a chance to make up the grade so they do not drop out, also kids were not able to do the work due to circumstances do not fail automatically and will have a chance to make up the grade.

Also electives offer some unique challenges during this time, and should be used as a pass/fail grade. That also would allow kids to focus more on the core classes.

I think one con is having elective classes and core classes graded differently because then kids may assume that elective classes don't matter, or mean less than other classes. Another con is that kids who simply refuse to do the work are not being held totally accountable because they have the chance to make up the work the following year. Also, by them doing that they may be at risk of falling behind for the new year.

I don't get much for my classes as far as student work goes and I don't want them stressing about how much they are writing for PE so I'd rather do pass fail, if they complete. My work they pass.

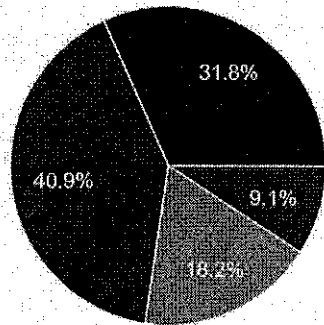
## End of Term Grading Options

HS

Results of FHS staff survey:

Of the 5 options, which do you most prefer?

22 responses



- 1. Traditional Grades
- 2. Pass/Incomplete
- 3. Hybrid - Student Choice
- 4. Modified Traditional A/B/C/D/I (no Fs)
- 5. Electives = Pass/Fail & Cores = Modified Traditional

### Quarter Weighting Rubric

Rating	Description
0 (50%)	No attempt
0.5 (55%)	Turned in Less than 40% of assignments, the assignments that were turned in were done well.
1 (60%)	Turned in 40% of assignments, the assignments that were turned in were done well.
1.5 (65%)	Turned in 50% of assignments, the assignments that were turned in were done well.
2.0 (70%)	Turned in 60% of assignments, the assignments that were turned in were done well.
2.5 (75%)	Turned in 70% of assignments, the assignments that were turned in were done well.

End of Term Grading Options

HS

3.0(80%)	Turned in 80% of assignments, the assignments that were turned in were done well.
3.5(85%)	Turned in 90% of assignments, most of the assignments that were turned in were done well.
4.0 (90 %)	Turned in 90% of assignments, the assignments that were turned in were done well.
4.5 (95%)	Turned in all materials, tried hard on almost every assignment.
5.0 (100%)	Turned in all materials, high quality work (not perfect) on each assignment.

Sample Students

	75% - 25% model			50% - 50% Rubric model		
	1 <sup>st</sup>	2 <sup>nd</sup>	Semester	1 <sup>st</sup>	2 <sup>nd</sup>	Semester
Student A	90% (B)	98% (A)	92% (B)	90% (B)	100% (A)	95 % (A)
Student B	75% (D)	50 % (F)	68.75 % (F)	75% (D)	65% (F)	70% (D)
Student C	90% (B)	0 % (F)	67.5 % (F)	90 % (B)	50 % (F)	70% (D)
Student D	75% (D)	85% (B)	77% (D)	75% (D)	90 % (B)	82.5 (C)

## End of Term Grading Options

HS

In the table above **Student A** earned 91.5% in the 3<sup>rd</sup> quarter. In the fourth quarter Student A turned in all their distance learning work. They did a good job on their work but missed a couple points here and there.

**Student B** earned a 75% in the 3<sup>rd</sup> quarter, but was hard to get ahold of and managed to turn in about half of the work. The work student in was high quality and they earned all the points possible.

**Student C** earned a 90% in the 3<sup>rd</sup> quarter, but for whatever reasons didn't engage in any of the distance learning curriculum during the 4<sup>th</sup> quarter.

**Student D** earned 75% in the 3<sup>rd</sup> quarter, worked hard on the distance learning and turned in 90% of their work although not all the answers were correct most of them were.