

Tentative Agenda
Monday, June 8, 2020
6:00 pm

Flandreau School Board
HS Gymnasium

- I. PLEDGE OF ALLEGIANCE
- II. APPROVAL OF AGENDA
- III. OPEN FORUM*
- IV. COMMUNICATION – Recognition of visitors
 - a. Superintendent’s report.
 - b. PBIS update.
 - c. Disclosure/Conflict of Interest.
- V. CONSENT AGENDA
 - a. Approval of minutes, financial statements and bills.
- VI. OLD BUSINESS
 - a. Preliminary budgets.
 - b. 2nd Reading – Drinking/Alcohol Policy.
 - c. School Resource Officer.
- VII. NEW BUSINESS – action items
 - a. Special Education Comprehensive Plan.
 - b. Weight room, gym and Extended School Year.
 - c. Athletic physicals.
 - d. 1st reading:
 - a. 6810 Attendance Policy
 - b. Child Protection Policy
 - c. Risk to Self and Others
 - d. Suicide Prevention
 - e. Transfer of funds per budget
 - f. Contingency transfer
 - g. Board retreat.
 - h. Assistant Activities Director job description.
 - i. Resignations.
 - j. Public School Exemption.
 - k. Executive session – SDCL 1-25-2 (1), (2) and (4).
 - l. Discussion and approval of any action deemed necessary from executive session.
 - m. New hires.
 - n. 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.

District-Wide Positive Behavior Intervention Supports (PBIS) Update
June 8th, 2020

Brief Overview

PBIS is a proactive approach that schools use to improve school safety, school culture, and promote positive behavior. The focus of PBIS is prevention, not punishment. PBIS calls on schools to teach students positive behavior strategies, just as they would teach about any other subject. Students are explicitly taught behavioral expectations throughout all the school settings (lunchroom, hallways, classrooms, bus behaviors, etc.) so that students understand what's expected of them.

PBIS is set up in three tiers of support for students and staff.

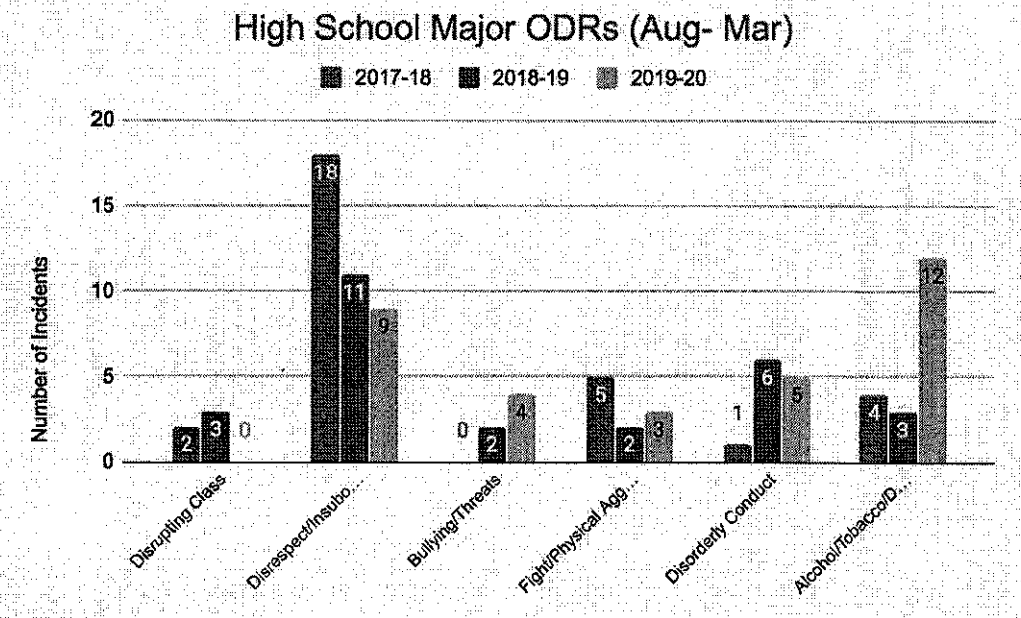
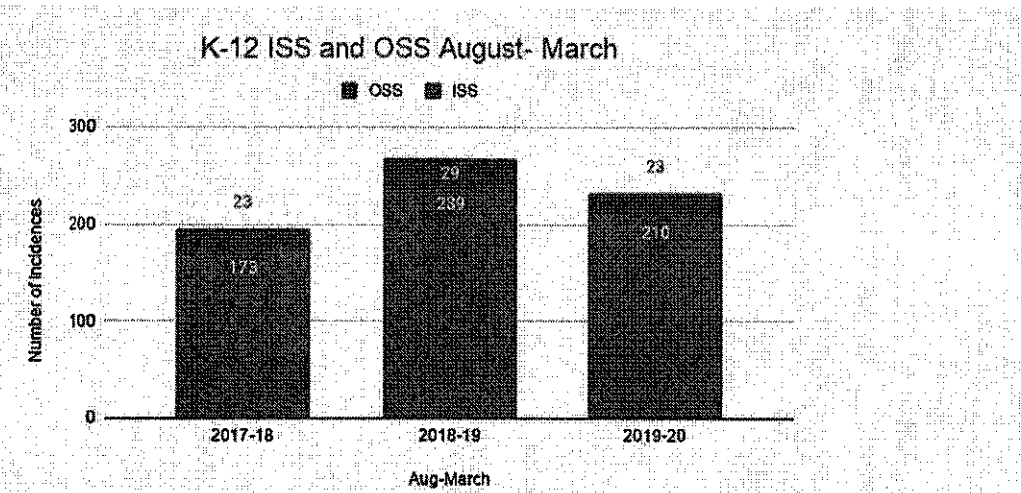
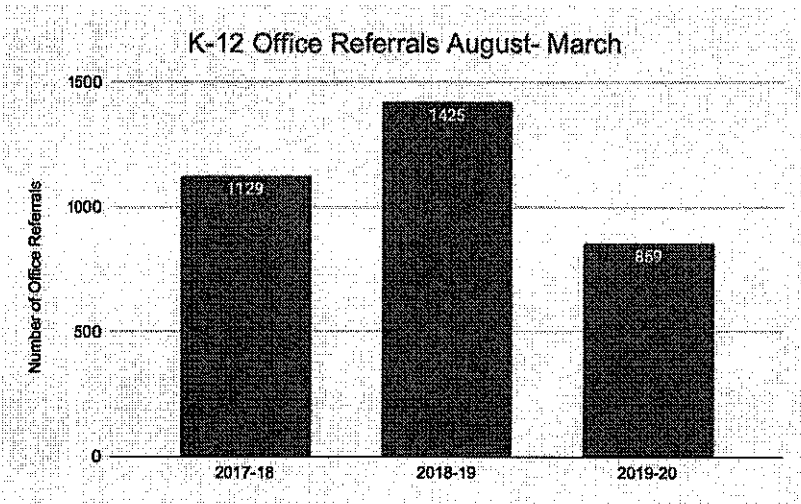
- We are here!** →
1. **Tier 1-** schoolwide, universal system. Students learn basic behavioral expectations, like how to be respectful and kind. School staff members regularly recognize and praise students for engaging in the appropriate, expected behaviors (this may look like: verbal praise, a thumbs up, or the school's reinforcement system (SOAR tickets/Points on PBIS Rewards). Students can then use these small rewards for access to fun activities or prizes.

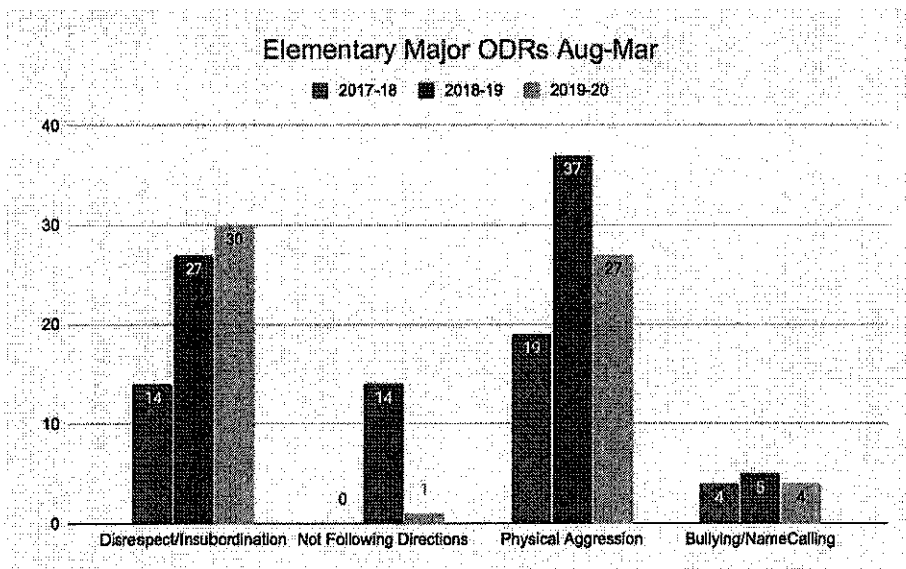
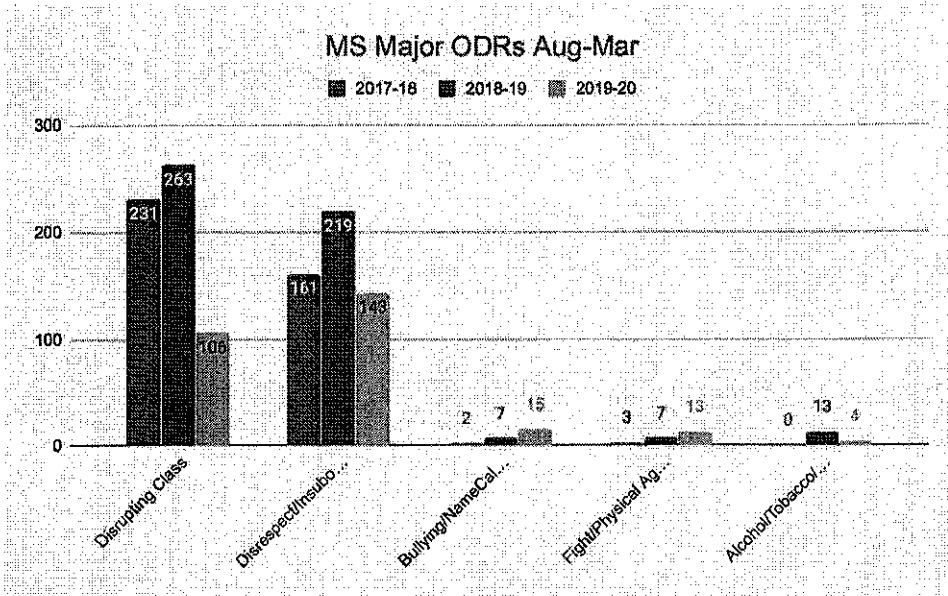
- We will be here next school year!** →
2. **Tier 2-** provides an extra layer of support for students who continue to struggle with behavior. The school gives those students evidence-based interventions and instruction. For example, some students struggle with social interactions or homework completion. A tier 2 intervention may be providing that student with the opportunity to participate in a social skills group or meet regularly with our academic counselor to gain tips and skills.

3. **Tier 3-** is the most intensive level. It's for students who need individualized supports and services due to ongoing behavioral challenges. These students may already be on a 504 Plan or an IEP due to an emotional behavioral disorder or they may be students who we are suspecting may need that intense of a support.

Research says within the first 5 years we should see....

- Reduction in problem behaviors
- Increased academic performance
- Increased attendance
- Improved perception of safety
- Reduction in bullying behaviors
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social emotional competence





Major Takeaways

High School Level

- Decline in number of disrespectful actions & insubordination resulting in an office referral
- Increase in number of alcohol/tobacco/drug incidences

Middle School Level

- Significant decrease in number of classroom disruptions resulting in an office referral
- Decrease in number of disrespectful actions & insubordination resulting in an office referral
- Decrease in number of alcohol/tobacco/drug incidences

Elementary Level

- Steady increase in number of disrespectful behaviors/insubordination/classroom disruptions resulting in classroom removal/office referrals

Tiered Fidelity Inventory

Overview

The TFI is a validated fidelity of implementation measure that assesses all of the components of school wide PBIS. All 3 schools completed this with our state coach and scored well. In a school's 1st year, it is common to have several scores of "0"... none of our schools scored a single 0!

Tier 1: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	<ul style="list-style-type: none"> • School organizational chart • Tier 1 team meeting minutes 	0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> • Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan 	0 = Tier 1 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier 1 team has at least 2 but not all 4 features 2 = Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale Implementation		
<p>1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook • Student handbook 	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>
<p>1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs 	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p>
<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none"> • Staff handbook • Student handbook • School policy • Discipline flowchart 	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff - versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>

Feature	Possible Data Sources	Scoring Criteria
<p>1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>	<ul style="list-style-type: none"> • Discipline policy • Student handbook • Code of conduct • Informal administrator interview 	<p>0= Documents contain only reactive and punitive consequences</p> <p>1= Documentation includes and emphasizes proactive approaches</p> <p>2= Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>
<p>1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> • Professional development calendar • Staff handbook 	<p>0= No process for teaching staff is in place</p> <p>1= Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier 1 practices</p> <p>2= Formal process for teaching all staff all aspects of Tier 1 system, including all 4 core Tier 1 practices</p>
<p>1.8 Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	<p>0= Classrooms are not implementing Tier 1</p> <p>1= Classrooms are informally implementing Tier 1 but no formal system exists</p> <p>2= Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations</p>

Feature	Possible Data Sources	Scoring Criteria
<p>1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook 	<p>0 = No formal system for acknowledging students</p> <p>1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</p>
<p>1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>	<ul style="list-style-type: none"> • PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes 	<p>0 = Faculty are not shown data at least yearly and do not provide input</p> <p>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both</p> <p>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months</p>
<p>1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>	<ul style="list-style-type: none"> • Surveys • Voting results from parent/family meeting • Team meeting minutes 	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier 1 foundations</p> <p>1 = Documentation of input on Tier 1 foundations, but not within the past 12 months or input but not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months</p>

Feature	Possible Data Sources	Scoring Criteria
Subscale Evaluation		
<p>1.12 Discipline Data: Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</p>	<ul style="list-style-type: none"> • School policy • Team meeting minutes • Student outcome data 	<p>0 = No centralized data system with ongoing decision making exists</p> <p>1 = Data system exists but does not allow instantaneous access to full set of graphed reports</p> <p>2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student</p>
<p>1.13 Data-based Decision Making: Tier 1 team reviews and uses discipline data at least monthly for decision-making.</p>	<ul style="list-style-type: none"> • Data decision roles • Staff professional development calendar • Staff handbook • Team meeting minutes 	<p>0 = No process/protocol exists, or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate a problem, an action plan is developed to enhance or modify Tier 1 supports</p>
<p>1.14 Fidelity Data: Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	<ul style="list-style-type: none"> • School policy • Staff handbook • School newsletters • School website 	<p>0 = No Tier 1 SWPBIS fidelity data collected</p> <p>1 = Tier 1 fidelity collected informally and/or less often than annually</p> <p>2 = Tier 1 fidelity data collected and used for decision making annually</p>
<p>1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> • Staff, student, and family surveys • Tier 1 handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters 	<p>0 = No evaluation takes place, or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier 1 process and/or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with stakeholders, with clear alterations in process based on evaluation</p>

Experimental Research Articles on SWPBIS

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C.P., Koth, C.W., Bevans, K.B., Jalongo, N., & Leaf, P.J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.

Bradshaw, C.P., Reinke, W. M., Brown, L. D., Bevans, K.B., & Leaf, P.J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.

Bradshaw, C., Waasdorp, T., Leaf, P., (2012) Effects of School-wide positive behavioral interventions and supports on child behavior problems and adjustment. *Pediatrics, 130*(5) 1136-1145.

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

Ross, S. W., Endrulat, N. R., & Horner, R. H. (2012). Adult outcomes of school-wide positive behavior support. *Journal of Positive Behavioral Interventions, 14*(2) 118-128.

Waasdorp, T., Bradshaw, C., & Leaf, P., (2012) The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. *Archive of Pediatric Adolescent Medicine, 2012*;166(2):149-156

SCHOOL BOARD MEETING

May 11, 2020

The Board of Education of the Flandreau School District No. 50-3, Flandreau, Moody County, South Dakota, met in regular session via teleconference 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. All votes were taken via roll call.

The Pledge of Allegiance was recited.

05-158.20 Motion by Johnson, seconded by Hemmer to approve the agenda, with the addition of the first reading of the drug and alcohol policy at the beginning of new business. All voted aye.

There was no open forum for this month.

Several visitors joined over the phone and via Zoom.

Superintendent's report was given.

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

05-159.20 Motion by Christenson, seconded by Kontz to approve the consent agenda consisting of minutes for the regular meeting on April 13, 2020 and for the special meeting on April 21, 2020; the financial reports as of April 30, 2020; the bills in the amount of \$39,915.77 be allowed from General Fund; \$142,829.88 be allowed from Capital Outlay Fund; \$15,068.21 be allowed from Special Education Fund; \$600.00 be allowed from Bond Redemption Fund; \$50,347.62 be allowed from Food Service Fund. All voted aye.

Updated preliminary General Fund and Capital Outlay budgets were presented.

05-160.20 Motion by Hemmer, seconded by Christenson to approve the ordering of maintenance items on capital outlay that need to be ordered well in advance to receive them before the next school year. All voted aye.

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

05-161.20 Motion by Johnson, seconded by Hemmer to approve the additions to Policies 5560 and 5565. All voted aye.

05-162.20 Motion by Christenson, seconded by Kontz to approve the high school office remodel, awarding the bid to Ronning Enterprises with the low bid of \$182,500.00. Burggraff voted no, all others voted aye.

The first reading of the drug and alcohol policy was held. A public information session will be held on Monday, June 8 at 5:00 p.m. in the high school gym.

Class sizes for next year were discussed.

05-163.20 Motion by Burggraff, seconded by Kontz to approve Quam, Berglin & Post PC to conduct the 2019-2020 fiscal year audit for approximately \$10,300. All voted aye.

05-164.20 Motion by Johnson, seconded by Christenson to cast a vote in favor of Heath Larson for the SDHSAA East River At-Large representative. All voted aye.

05-165.20 Motion by Kontz, seconded by Johnson to cast a vote in favor of Dan Conrad for the SDHSAA Division 1 representative. All voted aye.

05-166.20 Motion by Christenson, seconded by Hemmer to cast a vote in favor of Marty Weismantel for the SDHSAA Small School Group Board of Education representative. All voted aye.

05-167.20 Motion by Kontz, seconded by Christenson to cast a "yes" vote for SDHSAA Amendment #1. All voted aye.

05-168.20 Motion by Johnson, seconded by Burggraff to approve the following stipends: SDSU Student Teachers—Travis Ahrens \$400, Natasha Luchtenburg \$400, Elizabeth (Beall) White \$400; Local Mentoring Program—Kali Ahlers \$150, Brooke Albertson \$150, Elizabeth Beall \$150, Danielle Geigle \$150, Dan Hall \$150, Abby Hawks \$150, Nichole Herzog \$75, Gail Keating \$150, Traci Nissen \$150, Laura Peters \$150, Brian Relf \$75, Gail Veldkamp \$150, Sarah Zach \$300; Teacher of the Year—Natasha Luchtenburg \$200, Melissa Opsahl \$200, Laura Peters \$200; Saturday School—Beth Kayner \$2550 (entire school year). All voted aye.

05-169.20 Motion by Christenson, seconded by Kontz to accept the resignation of Jenna Sorsen, 1st grade teacher and middle school volleyball coach, at the end of the 2019-2020 school year. All voted aye.

05-170.20 Motion by Burggraff, seconded by Hemmer to accept the resignation of Eliana Fricke, elementary paraprofessional, at the end of the 2019-2020 school year. All voted aye.

05-171.20 Motion by Burggraff, seconded by Hemmer to accept the resignation of Lauren McCafferty, middle school track coach, at the end of the 2019-2020 school year. All voted aye.

05-172.20 Motion by Burggraff, seconded by Christenson to accept the resignation of Kimberly Bergstrom, high school special education instructor, at the end of the 2019-2020 school year. All voted aye.

05-173.20 Motion by Burggraff, seconded by Hemmer authorizing an executive session of the Board in accordance with SDCL 1-25-2 regarding (1), (2) and (4). All voted aye. The Board thereupon went into executive session at 7:28 p.m. All matters having been considered, President Stenger declared the executive session over. The Board resumed in open session at 8:17 p.m.

05-174.20 Motion by Christenson, seconded by Hemmer to approve the contract of Blake Savey, high school social studies instructor at \$38,700, with middle school football and middle school girls basketball. All voted aye.

05-175.20 Motion by Kontz, seconded by Burggraff to approve the contract of Alaina Stoutland, high school/middle school art instructor at \$38,700, with junior class advisor. All voted aye.

05-176.20 Motion by Burggraff, seconded by Hemmer to approve the contract of Christy Plucker, middle school volleyball. All voted aye.

05-177.20 Motion by Kontz, seconded by Burggraff to approve the diplomas to seniors who successfully complete all graduation requirements. All voted aye.

Gross salaries for April is as follows: Instruction \$193,620.45; Support Services \$87,747.87; Co-curriculars \$47,191.00; Social Security \$23,847.27; Retirement \$19,111.32; Insurance \$26,950.60. Special Education Fund: Instruction \$48,985.30; Support Services \$22,523.94; Social Security \$5,057.86; Retirement \$4,248.16; Insurance \$9,254.32. Food Service Fund: Salaries \$4,241.51; Social Security \$293.19; Retirement \$253.83; Insurance \$880.50.

05-178.20 There being no further business, motion by Burggraff, seconded by Johnson to adjourn the meeting at 8:26 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 May 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:	999,732.99	1,356,661.47	(232,819.88)	-	716,202.09	240,237.97	202,416.27	7,640.43	537,527.12
Local Sources:									
Taxes	410,505.15	522,014.94	299,613.07			91,294.33			
Interest	51.02	69.21	-			12.25	10.34		
Co-Curricular	-						4.09		
Misc	1,475.00		10,773.54				411.45		
Meals/milk									
Student Activities									53,358.31
Transfers In/Out									
Intermediate Sources:									
County Apportionment	20,910.22								
State Sources:									
State Aid	247,674.00		18,336.00						
State Apportionment	-								
Bank Franchise Tax	-								
Impact Aid									
Mentor teachers									
State Assessed Utilities									
Federal Sources:									
Grants	798.78								26,478.36
Total Revenue:	681,414.17	522,084.15	328,722.61	-	36.53	91,306.58	26,904.24	-	53,358.31
Total Available:	1,681,147.16	1,878,745.62	95,902.73	-	716,238.62	331,544.55	229,320.51	7,640.43	590,885.43
Disbursements:	(405,850.41)	(142,829.88)	(112,533.53)	-	-	(600.00)	(50,387.65)	-	(51,732.15)
Balance on hand 5-31-20	1,275,296.75	1,735,915.74	(16,630.80)	-	716,238.62	330,944.55	178,932.86	7,640.43	539,153.28

TRUST AND AGENCY FUND
FINANCIAL REPORT
MONTH ENDING MAY 31, 2020

ACCOUNTS	BEGINNING BALANCE	DISBURSEMENTS DURING MONTH	RECEIVED DURING MONTH	END OF MONTH TOTAL
CHEERLEADER CLUB	3,121.15	-	-	3,121.15
CLASS OF 2019	-	-	-	-
CLASS OF 2020	317.30	-	-	317.30
CLASS OF 2021	5,194.64	202.09	-	4,992.55
COMMUNITY REWARDS	13,920.29	592.75	-	13,327.54
EDUCATION FOUNDATION	-	-	-	-
ELEMENTARY ACTIVITY	7,785.03	-	9.50	7,794.53
ELEMENTARY WEEKEND FUEL	4,502.21	-	-	4,502.21
FLEX PROGRAM	8,778.19	1,582.24	3,063.32	10,259.27
FFA	7,188.10	618.46	84.00	6,653.64
FFA LAND PLOT	-	-	-	-
IMPREST	3,678.67	485.50	321.33	3,514.50
MIDDLE SCHOOL ACTIVITY	3,908.13	-	-	3,908.13
NATIONAL HONOR SOCIETY	162.42	-	-	162.42
PAYROLL WITHHOLDING	24,258.79	48,251.11	49,879.33	25,887.01
PBIS - HS	222.34	-	-	222.34
PBIS - MS	152.85	-	-	152.85
PBIS - EL	483.42	-	-	483.42
REVOLVING ACCOUNT	0.00	-	-	0.00
SCHOLARSHIP - BECHEN	11,621.23	-	-	11,621.23
SCHOLARSHIP - EVANS	-	-	-	-
SCHOLARSHIP - FFA LAND	84,096.32	-	-	84,096.32
SCHOLARSHIP - FULLER	6,750.92	-	-	6,750.92
SCHOLARSHIP - GENERAL	17,874.50	-	-	17,874.50
SCHOLARSHIP - JELLIFE	6,068.19	-	-	6,068.19
SCHOLARSHIP - DAKOTALAYERS	5,664.13	-	-	5,664.13
SCHOLARSHIP - LEE	209,072.68	-	-	209,072.68
SCHOLARSHIP - MASONIC	20,224.04	-	-	20,224.04
SCHOLARSHIP - RICE	6,068.19	-	-	6,068.19
SCHOLARSHIP - RUSCH	72,803.62	-	-	72,803.62
SCHOLARSHIP - WITTERN	10,278.31	-	-	10,278.31
SCHOLARSHIP - HURSEY	-	-	-	-
SCHOLARSHIP - JONES	-	-	-	-
SCHOLARSHIPS - SUTTON/ACKERMAN	-	-	-	-
SCHOOL EMP. CONTRIBUTIONS--HS	298.56	-	-	298.56
SCHOOL EMP. CONTRIBUTIONS--MS	150.79	-	-	150.79
SCHOOL EMP. CONTRIBUTIONS--EL	293.57	-	-	293.57
SMOOTHIE SHOP (LIFESKILLS)	115.69	-	-	115.69
STUDENT BODY ACCOUNT - HS	1,055.50	-	0.83	1,056.33
STUDENT COUNCIL - HS	922.81	-	-	922.81
TITLE VI STUDENT FUNDRAISING	22.56	-	-	22.56
TITLE VI UNITED WAY (AFTER SCH GRAN	676.20	-	-	676.20
TOURNAMENT PLAYOFFS	(204.22)	-	-	(204.22)
TOTALS	537,527.12	51,732.15	53,358.31	539,153.28

BILL LISTING - June 8, 2020

GENERAL FUND:

ASBSD	Dues	270.00	
Avera	Services	152.44	
BMO Procurement Card			
Amazon	Supplies	2,908.62	
BanKoe	Repairs	418.25	
Buhls	Services	20.23	
Easy Time Clock	Time clock software	30.00	
Ekern	Supplies	29.70	
Elite Business Systems	Maintenance	50.85	
G&R	Services	6,090.91	
Interstate Power	Repairs	541.28	
JCL	Supplies	3,749.85	
JR Music	Music	42.77	
Office Peeps	Maintenance	1,606.05	
Patriot Electric	Services	135.36	
Popplers	Music	16.30	
Ranger Rick	Subscription	30.69	
Sams	Supplies	212.84	
Tyler Lumber Company	Supplies	85.39	
United Laboratories	Supplies	834.89	
United States Postmaster	Postage	250.00	
Verizon	Telephone services	54.18	17,108.16
Booster	Advertising		50.00
City of Flandreau	Utilities, SRO		10,715.22
Dakotacare	Services		140.65
Flandreau Flower Shoppe	Supplies		310.00
MidAmerican Energy	Utilities		721.77
Moody County Enterprise	Services		204.13
Petty Cash	Postage		51.55
Prairie Lakes Education Coop	Services		65.29
Sparkle Car Wash	Services		3.38
Staples	Supplies		1,028.00
Trust & Agency--Imprest			
Fischer, Kristi	Supplies	485.50	485.50
	TOTAL GENERAL FUND		31,306.09

CAPITAL OUTLAY FUND:

BMO Procurement Card			
Amazon	Supplies	299.98	
Barnes & Noble	Library books	338.96	
G&R	Maintenance agreement	15,818.91	
Sams	Supplies	329.88	
Scholastic	Books	159.00	
Scholastic Teacher Store	Books	267.19	
Teacher Synergy	Software	32.20	17,246.12
Randall Stanley Architects	Services		5,664.00
US Bank	CO certificates, interest		204,000.00
	TOTAL CAPITAL OUTLAY FUND		226,910.12

SPECIAL EDUCATION FUND:

Provider	Services		781.20
BMO Procurement Card			
Amazon	Supplies	116.98	
Etsy	Supplies	144.00	
Provider	Services (2 months)	39,613.50	
Lutheran Social Services	Translating	127.50	
Verizon	Telephone services	54.18	40,056.16
Foreman	Supplies		151.24
Goodcare	Services		2,004.75
Prairie Lakes Educational Coop	Services		3,102.06
Provider	Services		1,218.87
Provider	Services		33,440.00
	TOTAL SPECIAL EDUCATION FUND		80,754.28

BOND REDEMPTION FUND:

US Bank	GO certificates, interest	<u>260,200.00</u>
	TOTAL BOND REDEMPTION FUND	260,200.00

FOOD SERVICE FUND:

Ahrens, Amanda	Lunch refund		76.70
BMO Procurement Card			
	Central Restaurant Products	Supplies	2,367.10
	Sams	Supplies	<u>107.76</u>
		Lunch refund	2,474.86
Hemmer, Sarah		Lunch refund	77.70
Sorsen, Jenna		Lunch refund	<u>28.75</u>
	TOTAL FOOD SERVICE FUND		2,658.01

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	1,135,067	(72,693)
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	5,000	-
1710	Cocurricular - Admissions	20,000	20,000	-
1730	Cocurricular - Pupil Organizations	2,000	2,200	200
1740	Co-curricular - Rentals (Band)	1,000	1,300	300
1790	Co-curricular - Other (Entry Fees)	1,000	1,100	100
1910	Rentals (Commons, gym, etc)	700	1,200	500
1920	Contributions & Donations	-	-	-
1973	Medicaid Indirect Administration Services	14,000	18,000	4,000
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	8,000	(2,880)
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	110,000	15,000
3111	State Aid	2,930,100	3,051,611	121,511
3111	State Aid (one-time funds)	-	-	-
3112	State Apportionment	70,000	76,000	6,000
3114	Bank Franchise Tax	25,000	29,000	4,000
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	264,367	(71,833)
	Cash applied	55,174	18,590	(36,584)
5110	Transfer in from Capital Outlay	250,000	250,000	-
				-
	TOTAL MEANS OF FINANCE	5,434,612	5,370,275	

5,370,275 Revenue

(5,370,275) Expenditures

-

GENERAL FUND BUDGET

EXPENDITURES

FUNCTION	SOURCES	2019-2020	2020-2021	Variance
1111	Elementary (K-4) (includes Title IIA)	1,111,648	1,112,419	771
1112	Elementary (Jump Start - summer)	3,500	-	(3,500)
1121	Middle School (5-8)	763,848	765,193	1,346
1131	Secondary (9-12)	881,425	842,384	(39,041)
1273-473	Title I	263,718	262,018	(1,700)
1273-495	Title I Focus Grant	-	-	-
2113-409	Title VII Native Am Ed Coordinator	48,150	53,100	4,950
2122	Guidance Services	192,690	198,210	5,520
2132	Nursing Services - screenings			
2134	Nursing Services - individual services	5,100	6,100	1,000
2212	Instructional Staff Training	7,568	6,820	(748)
2213	Instructional Staff Training	28,694	28,694	
2214-495	Title I Focus Grant Professional Dev	-	-	
2222	School Library Services	96,344	95,404	(940)
2227	Technology In School	109,210	113,310	4,100
2311	Board of Education Services	42,730	41,330	(1,400)
2314	Election Services	2,900	2,900	-
2315	Legal Services	5,000	5,000	-
2317	Audit Services	10,300	10,300	-
2321	Office of Superintendent Services	134,536	135,221	685
2329	Other - Cooperative Services	1,500	-	(1,500)
2490	Other - Medicaid Adm Services	2,500	2,700	200
2410	Office of the Principal Services	344,624	343,124	(1,500)
2529	Fiscal Services	144,763	143,883	(880)
2542	Operation/Maintenance of Plant	660,350	623,600	(36,750)
2543	Care & Upkeep of Grounds Services	16,500	15,750	(750)
2544	Care & Upkeep of Equipment Services	22,000	22,000	-
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	94,094	1,400
6510	Co-Curricular Transportation	44,000	44,000	-
7000	Contingencies (budget only)	25,000	25,000	-
	TOTAL EXPENDITURES	5,434,612	5,370,275	(64,337)

CAPITAL OUTLAY FUND

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021
1110	Ad Valorem Taxes	1,483,080	1,508,000
1120	Prior Yr Ad Valorem Taxes	10,000	10,000
1190	Penalties/Interest on Taxes	750	750
1510	Interest	6,500	6,500
1943	Other school's share	-	-
723	Donation (Youth WR - rec'd prior yr)	-	-
	Cash applied	-	-
	TOTAL MEANS OF FINANCE	1,500,330	1,525,250

EXPENDITURES

		2019-2020	2020-2021
1111	Elementary	154,600	144,350
1121	Middle School	130,600	114,500
1131	Secondary	119,050	110,750
2222	Library Services	13,000	15,400
2227	Technology Services	-	-
2321	Office of Superintendent	-	-
2410	Principal Services	-	1,200
2529	Fiscal Services	12,900	7,550
2533	Engineering Services	-	-
2535	Construction Services	10,000	195,000
2542	Maintenance Equipment	242,230	186,900
2543	Grounds	15,400	27,600
2544	Equipment	7,000	7,000
2555	Transportation	69,000	34,000
2562	Debt Services	401,200	396,500
5000	Male activities	24,850	19,400
6100	Female activities	8,000	3,600
6200	Co-curricular activities	12,000	11,500
6900	Transfer to General Fund	250,000	250,000
8XXX	TOTAL EXPENDITURES	1,500,330	1,525,250

SPECIAL EDUCATION FUND
MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021
1110	Taxes (combined w/state aid for prelim. budge	735,380	-
1120	Prior Yr Ad Valorem Taxes	8,500	5,000
1190	Penalties/Interest on Taxes	1,000	1,000
1510	Investment Earnings	50	50
1941	LEAs Within SD (share of director)	50,000	50,000
1941	LEAs Within SD (share of transportatio	-	10,000
1972	Medicaid Direct Services	5,000	55,000
1973	Medicaid Indirect Adm. Services	3,100	3,300
3121	State Aid - Exceptional Children	252,984	1,143,176
3129	State Aid - ECF funds (estimated requē	512,246	249,227
4111	Title VIII (PL 874 Impact Aid)	10,600	9,567
4175	IDEA, Part B, Section 611 (84.027)	161,246	167,342
4186	IDEA, Section 611 Preschool (84.173)	5,016	5,170
5110	Transfer In		
	Cash applied/other	-	-
TOTAL MEANS OF FINANCE		1,745,122	1,698,832

EXPENDITURES

1221	Mild to Moderate Disabilities	534,435	619,630
1222	Severe Disabilities	45,860	45,860
1223	OOD - Day Programs	296,800	291,000
1224	OOD - Residential Programs	33,515	23,500
1226	Early Childhood Programs	38,567	38,567
1227	Prolonged Assistance Programs	10,146	10,146
2129	Counseling Services	-	-
2134	Nursing Services	25,000	25,000
2142	Psychological Testing Services	76,066	81,066
2152	Speech Therapy Services	268,018	237,838
2162	Audiological services	-	-
2171	Physical Therapy Services	31,000	38,000
2172	Occupational Therapy Services	82,000	82,000
2182	Orientation and Mobility Services	-	-
2210	Improvement of Instruction	2,000 **	2,000
2710	Cooperative Education	135,415	110,425
2730	Pupil Transportation	-	-
2732	Serious Emot. Disturb. Travel	-	-
2733	Cognitive Disability Travel	-	50,000
2735	Specific Learning Disabled Travel	-	-
2736	Multiple Disabilities Travel	72,000	40,000
2739	Deafness Travel	-	-
2740	Speech Travel	800	800
2742	Autism Travel	16,000	-
2744	Preschool 3-5 Travel	2,000	2,500
2745	Early Intervention 0-2 Travel	500	500
2752	ODP - Emotional Disb Services	25,000	-
2756	ODP - Multiple Disb Services	50,000	-
TOTAL EXPENDITURES		1,745,122	1,698,832

PENSION FUND

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2019-2020
1120	Prior Yr Taxes	-	-
	Cash applied	-	-
	TOTAL MEANS OF FINANCE	-	-

EXPENDITURES

FUNCTION		2019-2020	2020-2021
4500	Early retirement	-	-
	TOTAL EXPENDITURES	-	-

** 2018-19 will be the last year for the pension fund

IMPACT AID FUND (Title VII)

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021
4111	Title VII Impact Aid (84.041)	336,200	264,367
	Cash applied	-	-
	TOTAL MEANS OF FINANCE	336,200	264,367

EXPENDITURES

FUNCTION		2019-2020	2020-2021
8110	Transfer to General Fund	336,200	264,367
8110	Transfer to General Fund	-	-
	TOTAL EXPENDITURES	336,200	264,367

BOND REDEMPTION FUND

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021
1110	Ad Valorem Taxes	267,000	271,300
1510	Investment earnings	<u>-</u>	<u>-</u>
	TOTAL MEANS OF FINANCE	267,000	271,300

EXPENDITURES

		2019-2020	2020-2021
5000-611	Bond principal - Series 2010/2015	255,000	265,000
5000-612	Bond interest - Series 2010/2015	11,000	5,300
5000-613	Bond agent fees	<u>1,000</u>	<u>1,000</u>
	TOTAL EXPENDITURES	267,000	271,300

***Bond final maturity 7-1-2021

FOOD SERVICE FUND

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021
1510	Investment earnings	2,500	2,500
1600	Sales (student, adult, other)	182,000	177,247
1690	Misc.	1,275	1,275
3810	State reimbursements	2,500	2,500
4810	Federal reimb. (10.553, 10.555)	205,000	214,750
4820	Donated food - federal (10.550)	26,000	21,350
	Cash applied	<u>19,000</u>	<u>31,533</u>
	TOTAL MEANS OF FINANCE	438,275	451,155

EXPENDITURES

2562 FOOD SERVICE PROGRAM		2019-2020	2020-2021
100 Salaries			
	114 Cashiers	18,000	18,500
	120 Substitutes	600	600
	140 Sick leave	75	75
200 Benefits			
	210 Social Security	1,350	1,350
	220 Retirement	1,080	1,080
	230 Insurance	8,000	8,000
300 Purchased Services			
	319 Contracted food management	348,470	351,500
	323 Repairs	5,000	5,000
400 Supplies			
	411 Supplies	3,500	3,500
	462 Commodities used	28,000	21,350
500 Equipment			
	549 Equipment	19,000	35,000
640 Dues/fees			
	640 Fees	700	700
900 Depreciation expense			
	910 Depreciation	<u>4,500</u>	<u>4,500</u>
	TOTAL FOOD SERVICE EXPENDITURES	438,275	451,155

ENTERPRISE FUND (Driver's Education)

MEANS OF FINANCE

FUNCTION	SOURCE	2019-2020	2020-2021
1331	Student fees	<u>9,000</u>	<u>9,000</u>
TOTAL MEANS OF FINANCE		9,000	9,000

EXPENDITURES (Driver's Education)

3900 DRIVERS EDUCATION PROGRAM		2019-2020	2020-2021
100 Salaries			
	111 Salary	5,600	5,600
200 Benefits			
	210 Social Security	400	400
	220 Retirement	300	300
300 Purchased Services			
	323 Repairs	700	700
400 Supplies			
	411/413 Supplies	<u>2,000</u>	<u>2,000</u>
TOTAL DRIVERS ED. EXPENSE		9,000	9,000

Student Handbook:

The discipline on Drugs/Alcohol and Tobacco changed, and probably needs to be updated in our policy book. Here's what I've updated it as in my high school handbook:

POLICY ON DRINKING/DRUGS

No student shall possess, use, sell, or dispense any controlled or mind-altering substance, including, but not limited to, glue for inhaling, drugs, alcohol, wine, beer, etc. during a school activity or on school property, which includes building, grounds, parking lot, and school buses. Any student who reports to school or activity with evidence of having used the substances shall be subject to penalties which may range from a minimum short-term suspension to a maximum expulsion. Violation of the above policy will result in referral to a law enforcement agency.

A. First Offense

1. The administration will try to notify the parent(s)/ guardian(s) by phone to explain the incident and arrange a conference.
2. The administration will recommend student for long-term suspension in compliance with student due process procedures.
3. The principal will notify the parent(s)/guardian(s) in writing of the suspension.
4. The Principal will notify available law enforcement authorities.

A student who agrees to be evaluated and treated will be considered for a less severe consequence. The administration will provide a list of agencies/professionals who can do the assessment and provide treatment. Fees for this assessment and treatment are the responsibility of the student and family.

POLICY ON USE OF TOBACCO/TOBACCO-LIKE PRODUCTS

Smoking and the use of tobacco products is against South Dakota law. No student shall possess, use, sell, or dispense any tobacco/tobacco-like products* during a school activity or on school property which includes buildings, grounds, parking lots and school buses. The student shall be subject to the following penalties:

- | | |
|----------------------|-----------------------------------------|
| 1. First Violation: | 5 days in alternative learning room |
| 2. Second Violation: | 10 days in alternative learning room |
| 3. Third Violation: | Recommendation for Long Term Suspension |

NOTE: Smoking of any kind, with any device* will be referred to law enforcement officials for a citation.

Possession of smoking related items such as lighters, matches, etc. will also result in suspension. Such items serve no legitimate educational purpose at school.

*To include cigarette, vape, juul, e-cigarette, or any inhalation device that can contain nicotine, tobacco, or other substance considered illegal for consumption.

NEW

POLICY ON DRINKING/DRUGS

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Use/Possession/Under the Influence of Intoxicating Item

A. First Offense for use/possession/under the influence of intoxicating item:

1. The administration will try to notify the parent(s)/ guardian(s) by phone to explain the incident and arrange a conference.
2. The administration will assign the student to 10 days of Out of School Suspension and 20 days of In-School Suspension in compliance with student due process procedures.
3. The principal will notify the parent(s)/guardian(s) in writing of the suspension.
4. The Principal will notify available law enforcement authorities.

B. Second Offense for use/possession/under the influence of intoxicating item:

1. The administration will try to notify the parent(s)/ guardian(s) by phone to explain the incident and arrange a conference.
2. The administration will assign the student to 10 days of Out of School Suspension and 40 days of In-School Suspension in compliance with student due process procedures.
3. The principal will notify the parent(s)/guardian(s) in writing of the suspension.
4. The Principal will notify available law enforcement authorities.

C. Third Offense for use/possession/under the influence of intoxicating item:

1. The administration will try to notify the parent(s)/ guardian(s) by phone to explain the incident and arrange a conference.
2. The administration will recommend the student to the school board for expulsion.
3. The administration will notify the parent(s)/guardian(s) in writing of the recommendation.
4. The Principal will notify available law enforcement authorities.

Upon return to school, the student is required to attend a re-entry meeting with the building administrator and counselor. During that meeting, the student will submit proof of a negative drug/alcohol screen (taken the day of the meeting). This is at the expense of the parent/guardian.

Through the duration of the student's In-School Suspension, the student will be subject to random drug/alcohol screening, also at the cost of the parent/guardian. While in In-School Suspension, the student will complete a drug/alcohol workbook, prepare a presentation, and work with the school counselor.

Distribution or Sale of Intoxicating Item

Any student selling or distributing an intoxicating item at school shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The superintendent shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with IDEA and Section 504. For the purpose of this portion of the policy, "selling" includes the exchange of goods, money, or favors for an intoxicating item, and "distribution" includes sharing or giving another student or students an intoxicating item.

SRO list

1. Patrol around the school before and after school.
2. Check and make sure all exterior doors are locked and secured daily.
3. Attend all home football games and some other sporting events.
4. Member of the County and Tribal CPT (Child protection team).
5. Help staff with unruly students.
 - a. Elementary- Students who are upset and throwing things around the classroom all the way from books and papers to chairs and desks. On more than one occasion the teachers had to get the rest of the students out of the classroom for their safety. Also, students who either leave school grounds or are trying to leave school grounds. There has been roughly 10 times in the past 2 years where students in the elementary school have been upset and have left the school building. I assist the principal in gathering up the student to get them back into the school building.
 - b. Middle School- Students who are upset and throw things and destroy school property, get up and leave class without permission.
 - c. High school- Students who get up and leave class without permission. Students who are gone for an extended period of time. Students who refuse to listen to the teacher, I help escort them to the front office if need be.
6. Deal with students who are using or possessing a Vape pen or cigarettes on or in school property.
7. Assist Administrators with students who are using or possessing illegal drugs on or in school property.
8. Assist Administrators with students who are possessing or using Alcohol in or on school property.
9. Assist with Medical emergencies that take place on school grounds.
10. Take care of parking issues in the school parking lot.
11. Check on students who are not attending school as they should. Sometimes accompanied by principal or councilor.
12. Check on Male students who are not in class or where they are supposed to be.
13. Assist school counselors with students who are suicidal. I usually transport to Avera.
14. Involved in cases of child abuse and neglect and sexual offenses.
15. Involved when making calls to DSS (Department of Social Services)
16. Take reports of stolen property on school grounds.
17. Take reports of any vehicle accidents that occur on school property.
18. I put together emergency kits for each classroom and office K-12. For around \$100. Local businesses such as the Flandreau Lumber Yard and the Royal River Casino donated the buckets and Avera donated the medical supplies. The money that was spent went towards the bottled water and a few lids that had to be bought for the buckets.
19. Present at school dances. (homecoming, winter formal, prom)
20. Present at graduation.
21. Assist staff with S.O.A.R events.
22. Teach all staff and students A.L.I.C.E. Alert, Lockdown, Inform, Counter, Evacuate. While teaching A.L.I.C.E I showed each class different techniques on how to lock down a

classroom. One of those techniques was to put a piece of fire hose over the door closure. I was able to get enough fire hose donated by the Flandreau Fire Dept. to have a piece in each classroom. I then cut each piece to be placed in each classroom.

23. Teach 5th grade students EMPOWER. (D.A.R.E). This program has 9 lessons. Those lessons are.

1. Job of Law Enforcement
2. How to be responsible and honest
3. How to decide the right thing to do
4. How to appreciate yourself
5. Tobacco
6. Alcohol
7. Marijuana
8. Methamphetamine and Prescription Drugs
9. Ways to say "NO"

I also take this time to let the students get to know me and build a good relationship with them. I tell them that they can ask me anything they want about law enforcement or just about me and I will answer to the best of my ability and if appropriate. I also have a question box that the students can put questions in through-out the week if they do not feel comfortable asking out loud in front of their peers.

24. Talk with 8th graders about careers in Law Enforcement and Military.

25. Talk with students about school bus and parking lot safety at the beginning of the year.

26. Talk with students about Vaping. Janii White talks about health risks.

27. Talk with students about Consensual Sex laws.

28. Talk with Students about Impaired driving. (I have drunk Goggles and pedal cars to demo what impaired driving is like.) The two pedal cars were donated by a lady in Arlington. To buy them would have been \$300 or more a piece.

29. Talk with 5th grade about internet safety.

30. Talk with Elementary about Halloween safety.

31. Talk with Elementary about bike safety.

32. Be present at lunch times for Elementary through High School.

33. Help Seniors with senior projects if they deal with law enforcement.

34. Set up school sniffs with K9 officers. Sometimes this is a bit challenging because our K9 officer is usually one that works night shift, or for part of this school year we did not have a certified K9 handler so I had to rely on the South Dakota Highway Patrol which was a challenge in its self to schedule one to come because of policy changes with the Highway Patrol on school sniffs.

35. Liaison to all other Law Enforcement outside of the school.

36. Build relationships between law enforcement and the students.

- a. The way I build a relationship with the students can be as simple as just being present at lunch times. This is most effective with the elementary students. Their faces light up when they see me coming down the hallway to greet them while at lunch. Almost every one of the students raises both hands and wants a high five from me. I do my best to get all who want to participate. Also, I am present through-out the day in the halls in the elementary when they are coming in and out of recess. This is also a time they take the opportunity for a good high five.

Something so simple but I can sure tell it works. When I am working outside of the school or they recognize me out of uniform the elementary age kids are pretty quick to greet me with a smile and a wave or a high five.

Middle school is a bit more challenging as they are at an age where they are most influenced by peers and they are trying to figure out who they are and what crowd to hang out with. I am still present through-out the day and at lunch as much as possible. I do spend more time with the 5th grade than any of the other middle school classes. I teach a program called Empower. This program is similar to D.A.R.E. I also talk with them about internet safety and vaping. One way that I have tried to build a relationship with the middle school age group is by coaching middle school football. I feel that this has been successful at building a good relationship with that age group.

High school is more challenging yet because that age group has seen more of the negatives from law enforcement outside of a school setting. I have been involved in teaching the high schoolers about vaping, consensual sex laws, and impaired driving with demonstrations with drunk goggles and adult sized pedal cars. I do also attend all high school dances. During after prom in 2019 I got involved in play games with the students and was planning on the same for 2020. I have been involved in any S.O.A.R. events that the high school has had, also getting into it and playing games with them whether it be bean bag toss or laser tag brought in by the South Dakota National Guard.

All in all, building a good relationship while school age could pay huge dividends years down the road. Being able to trust law enforcement and not be afraid to talk to them no matter where they go. I feel that is a huge part of my job with being the Schools Resource Officer, not just the negatives of assisting when things go wrong.

My office is stationed in the High School but I do cover all three schools and try to spend equal time in the hallways and during lunch times for all three schools.

Approximately 250 Calls for service for the 2019/2020 school year. August 2019 to March 2020

Approximately 350 calls for service for the 2018/2019 school year. August 2018 to May 2019

The calls for service are made for things like When I check doors, assist administrators and teachers with unruly students, check on students who are not in school, attend extra-curricular activities, assist councilors with suicidal students, assisting with medical emergencies, assisting administrators with drugs, alcohol, and tobacco violations, and assist other law enforcement from outside the school with a student.

South Dakota Comprehensive Plan/Program Narrative

Sec. 300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures, established under Secs. 300.101 through 300.163, and 300.165 through 300.174.
(Authority: 20 U.S.C. 1413(a)(1))

South Dakota Administrative Rule 24:05:21:01. Local education agency comprehensive plans-Contents.

Each local education agency must have a current comprehensive plan approved by the school board on file with the district superintendent or designee. Documentation supporting the implementation of the local school district's comprehensive plan shall be maintained by the district for review by Special Education Programs staff during onsite monitoring visits. Districts shall update comprehensive plans consistent with 24:05:21:01.02 and recertify their content annually.

The Flandreau Public School District has formally adopted the following policies and procedures as the district's comprehensive plan for special education. These policies and procedures were approved by the school board on 6-8-20. As indicated by the signature below, the authorizing official acknowledges the district will meet all requirements of the Individuals with Disabilities Education Act and Article 24:05 through the implementation of these policies and procedures and furthermore, provides assurances that it meets each of the conditions in 34 CFR 300.201 through 300.213.

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of applicable federal and state laws.

Signature of Authorized Official

Date

Rick Weber, Superintendent

600 West Community Drive
Flandreau, SD 57028
605 997-3263

Flandreau Weight Program COVID 19 plan

Day	Time	Group
Monday	6:30-8:00am	9-12 Girls
Tuesday	6:30-8:00am	9-12 Boys
Wednesday	6:30-8:00am	9-12 Girls
Thursday	6:30-8:00am	9-12 Boys

There will be a lifting portion and an agility/abs portion of this lifting program.

- Until June 22nd, this will be available to grades 9-12 only – School year 20-21
- Sessions will contain 27 athletes, with 9 in each group. 9 will be in the weight room, 9 will be outside or in the gym doing agility and abs, and 9 will be in the gym doing a sports workout.
- After 30 minutes, the students will switch from weight room to agility, etc.
- Students will be required to clean and sanitize anything they touch and will have sanitizing spray and towel at each lifting station.
- Students will maintain social distancing throughout the hour by avoiding contact with each other and staying 6 feet away from each other at all times.
- We will have signups for athletes so that we can moderate how many we have in there at all times.
- Coaches will have thermometers to check athlete's temperatures daily. If an athlete shows an irregular temperature they will be asked to leave.
- No sharing of equipment will happen during each session. Equipment will be sanitized thoroughly before, during, and after they see use.
- Athletes will be provided with hand sanitizer before and after each workout.
- If more groups are needed, more groups will be created.
- Masks will be required when not working out (getting ice, checking in, etc.)
- Attendance will be taken in the event of symptoms showing in one of the attendees.
- Athletes should bring their own water bottles as water fountains will not be available.
- Locker rooms will not be available.
- You will lift with the same group the entire summer, changing times or joining other groups will not be accepted. If you cannot make your time, you cannot attend that day.
- We will be going through 3 different evaluation phases – Each phase will follow SDHSAA guidelines.
 - o Phase 1 is June 10 – June 23
 - o Phase 2 is June 24 – July 7
 - o Phase 3 is July 8 – July 31

We are going to do our best to keep everyone as safe as possible while in the Flandreau weight room. We ask that if you have experienced any symptoms that are related to COVID 19 that you stay home until you are cleared by a doctor to return to activity.



South Dakota High School Activities Association

804 North Euclid, Suite 102 • P.O. Box 1217 • Pierre, South Dakota 57501

Phone: (605) 224-9261 • Fax: (605) 224-9262

SDHSAA Summer 2020 Contact Recommendations

Underlying Principles:

- This guidance is in effect from June 1, 2020 through July 31, 2020.
- This is subject to change based on current conditions.
- The health and safety of students is the highest priority. In addition, schools must also focus on the health of their coaches/advisors and other staff, particularly those who are in vulnerable categories based on age and underlying medical conditions.
- Due to the nature of the outbreak, there will be inequities depending upon geography. It is unlikely that ALL students will be able to return to- and sustain- athletic activity in all schools/communities at the same time. Likewise, there will be inequities in what types of activities will be able to be experienced. While the SDHSAA would typically have reservations about this inequity, our goal for this summer is to allow students to return to school-based athletics and activities in any and all situations where it can be done safely.
- When resuming summer contact, care MUST be taken to recondition athletes back to physical activity.
- The NFHS and SDHSAA recommend the continued use of athletic training services as key health personnel in the sports/activities program.
- Decreasing potential exposure to respiratory droplets is the guiding principle behind social distancing and the use of face coverings. It is also the basis of stratification of risk by sport presented in this document. Cloth face coverings should be considered acceptable in all phases of this document.
- "Vulnerable individuals" are defined by the CDC as people age 65 years or older and others with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune systems are compromised such as by chemotherapy for cancer and other conditions requiring such therapy.

Phases:

- It is recommended that all schools/programs start at Phase One of this program and remain there for at least 14 calendar days. In keeping with Governor Noem's "Back to Normal" Plan, if there is a downward/flat trajectory of documented cases within a 14-day period, schools may progress to Phase Two, where a new 14-day period of tracking of cases should begin. If there is another 14-day downward/flat trajectory of cases, schools may progress to Phase Three.
- Schools should consistently monitor case numbers in their school/community and adjust phases accordingly.

Sport/Activity Categories:

- **Low Risk:** Sports/activities that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.
 - Examples: Golf, Weight training, sideline cheer, individual running events, cross country running (with staggered starts), throwing events (shot put, discus, javelin), debate, oral interp.
- **Moderate Risk:** Sports/activities that involve close, sustained contact, with protective equipment in place that may reduce the likelihood of respiratory particle transmission OR intermittent close contact OR group activities OR sports/activities that use equipment that cannot be cleaned between participants.
 - Examples: Basketball, volleyball, soccer, gymnastics, tennis, high/long jump, pole vault, 7 on 7 football, one-act play. (Note- tennis, volleyball, gymnastics, and track events could be considered "lower risk" with appropriate cleaning of equipment and use of mask by participants.)
- **High Risk:** Sports/activities that involve close, sustained contact between participants with lack of significant protective barriers which creates a high probability that respiratory particles will be transmitted between participants
 - Examples: Football, wrestling, competitive cheer/dance
- **Chorus/Orchestra/Music:** Although the SDHSAA out-of-season rules do not pertain to music, we are providing recommendations for summer activities in those areas. It should be noted that these are recommendations and the ultimate decisions should be made at the local level. The NFHS is currently investigating the extent of spread of respiratory droplets during singing or the playing of wind instruments. Until that is determined, singing and wind instruments should be considered "high risk" and practice should be individual. Stringed instrument rehearsal could be considered moderate or low risk, depending upon distancing measures, as could orchestra rehearsal consisting of strings and percussion.

SDHSAA- Serving Students Since 1905

Board Chairperson – Mr. Moe Ruesink
Assistant Director – Ms. Jo Auch
Assistant Director – Mr. Brooks Bowman

Executive Director – Dr. Daniel Swartos
Assistant Director – Dr. John Krogstrand
Finance Director – Mr. Isaac Jahn

Phase One

Pre-Workout Screening:

- All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout, to include a temperature check.
- Responses to screening questions should be recorded and stored for contact tracing purposes if a COVID-19 infection occurs.
- Any person with one or more positive responses on the screening should not be allowed to take part in workouts, should contact their medical provider, and should receive medical clearance before returning.
- Vulnerable individuals should not oversee or participate in any workouts during Phase One.

Limitations on Gathering:

- Gatherings should not consist of more than 10 people at a time (inside or outside), to include all participants and coaches.
- Locker rooms should not be used during Phase One. Students should report to workouts in proper gear and immediately return home to shower at the end of the workout.
- Workouts should be conducted in "pods" of students with the same 5-10 people (including coaches) always working out together. Smaller pods should be used for weight training.
- There should be a minimum distance of 6 feet between each individual at all times. If this is not possible, the number of individuals in the room should be decreased until proper social distancing can occur.

Facilities Cleaning:

- Adequate cleaning schedules should be created and implemented for all athletic facilities.
- Prior to an individual or group entering a facility, all hard surfaces within that facility should be wiped down and sanitized. Hard surface examples include but are not limited to door handles, chairs, furniture, locker rooms, weight room equipment, bathrooms, and training tables.
- Individuals should wash their hands for 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals.
- Weight equipment should be wiped down thoroughly before and after each individual uses the equipment.
- Shirts and shoes should be worn at all times.
- Any equipment such as weight benches, athletic pads, having holes with exposed foam should be covered.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning home.

Physical Activity and Athletic Equipment:

- Low-risk, individual sports/activities may begin practices with distancing measures in place.
- Moderate and high risk sports/activities should focus on individual drills and weight training.
- There should be no shared athletic equipment (towels, clothing, pennies, shoes, or sport specific equipment) between students.
- Students should wear their own workout clothing, and clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.
- Individual drills requiring the use of athletic equipment can be permissible, but the equipment should be cleaned between use of each individual.
- There should be a focus on resistance training with body weight, sub-maximal lifts, and use of resistance bands.
- Free weight exercises that require a spotter should not be conducted, as they cannot be conducted while observing social distancing.

Hydration:

- All students should bring their own water bottle, and water bottles should not be shared.
- Hydration stations (water fountains, water troughs, etc.) should not be used.

Phase Two

Pre-Workout/Contact Screening:

- All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout, to include a temperature check.
- Responses to screening questions should be recorded and stored for contact tracing purposes if a COVID-19 infection occurs.
- Any person with one or more positive responses on the screening should not be allowed to take part in workouts, should contact their medical provider, and should receive medical clearance before returning.
- Vulnerable individuals should not oversee or participate in any workouts during Phase Two.

Limitations on Gatherings:

- Gatherings should not consist of more than 10 people at a time inside. Up to 50 people may gather outdoors for workouts.
- If locker rooms or meeting rooms are used, there should be a minimum distance of 6 feet between each individual at all times.
- Indoor workouts should be conducted in "pods" of students with the same 5-10 people (including coaches). Smaller pods should be utilized for weight training.
- There should be a minimum distance of 6 feet between each individual at all times. Appropriate social distancing should be maintained on sidelines and benches. Consider using tape or field paint as a guide for students and coaches.

Facilities Cleaning:

- Adequate cleaning schedules should be created and implemented for all athletic facilities.
- Prior to an individual or group entering a facility, all hard surfaces within that facility should be wiped down and sanitized. Hard surface examples include but are not limited to door knobs, chairs, furniture, locker rooms, weight room equipment, bathrooms, and training tables.
- Individuals should wash their hands for 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals.
- Weight equipment should be wiped down thoroughly before and after each individual uses the equipment.
- Shirts and shoes should be worn at all times.
- Any equipment such as weight benches, athletic pads, having holes with exposed foam should be covered.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning home.

Physical Activity and Athletic Equipment:

- Lower risk sports/activities practices may resume.
- Modified practices may begin for Moderate Risk sports/activities.
- There should be no shared athletic towels, clothing, pennies/shirts, or shoes between students.
- Students should wear their own appropriate workout clothing, and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned intermittently during practices and between practices/sessions.
- Hand sanitizer should be readily available.
- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Hydration:

- All students should bring their own water bottle, and water bottles should not be shared.
- Hydration stations (water fountains, water troughs, etc.) should not be used.

Pre-Workout/Contact Screening:

- Any person who has had a fever or cold symptoms in the previous 24 Hours should not be allowed to take part in workouts and should contact his/her medical provider.
- A record should be kept of all individuals present.
- Vulnerable individuals can resume public interactions, but should practice physical distancing, minimizing exposure to social settings where distancing may not be practical, unless precautionary measures are observed/implemented.

Limitations on Gatherings:

- Gatherings sizes of up to 50 individuals, indoors or outdoors, could resume.
- When not directly participating in practices or workouts, care should be taken to maintain a minimum distance of 6 feet between each individual. Consider using tape or field paint as a guide for students and coaches.

Facilities Cleaning:

- Adequate cleaning schedules should be created and implemented for all athletic facilities.
- Prior to an individual or group entering a facility, all hard surfaces within that facility should be wiped down and sanitized. Hard surface examples include but are not limited to door knobs, chairs, furniture, locker rooms, weight room equipment, bathrooms, and training tables.
- Individuals should wash their hands for 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals.
- Weight equipment should be wiped down thoroughly before and after each individual uses the equipment.
- Shirts and shoes should be worn at all times.
- Any equipment such as weight benches, athletic pads, having holes with exposed foam should be covered.
- Students should be encouraged to shower and wash their workout clothing immediately upon returning home.

Physical Activity and Athletic Equipment:

- Moderate risk sports/activities practices may begin.
- Modified practices may begin for High Risk sports/activities.
 - Continue pre-practice screening as in Phases One and Two. Shower immediately after practices/workouts.
- There should be no shared athletic towels, clothing, or shoes between students.
- Students should wear their own appropriate workout clothing, and individual clothing/towels should be washed and cleaned after every workout.
- All athletic equipment, including balls, should be cleaned intermittently during practices and between practices/sessions.
- Other equipment, such as wrestling ear guards, football helmets, etc. should be worn by only one individual and not shared.
- Hand sanitizer should be readily available.
- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Hydration:

- All students should bring their own water bottle, and water bottles should not be shared.
- Hydration stations (water fountains, water troughs, etc.) may be used but must be cleaned intermittently and after every practice/workout.

*The following chart shows recommendations for activities per sport/activity risk category at each phase, using the guidance from pages 1-4 of the document, to include pre-screening, gathering limitations, facilities cleaning, equipment cleaning, physical activity, and hydration.

	Low Risk (running events, throwing events, golf, sideline cheer, cross country, debate, oral interp)	Moderate Risk (basketball, volleyball, soccer, gymnastics, tennis, pole vault, high jump, long jump, 7 on 7 football, one-act play)	High Risk (football, wrestling, competitive cheer, competitive dance)
Phase 1: *10 people, indoors or outdoors	<ul style="list-style-type: none"> • Full practices (with distancing) for sports that are individual in nature. 	<ul style="list-style-type: none"> • Individual drills • Individual use of equipment/balls with no passing/exchanging • Team runs with staggered starts and maintained distance • Weight training 	<ul style="list-style-type: none"> • Individual drills • Individual use of equipment/balls with no passing/exchanging • Team runs with staggered starts and maintained distance • Weight training
Phase 2: *10 people indoors, 50 people outdoors	<ul style="list-style-type: none"> • Full practices (with distancing) for sports that are individual in nature. 	<ul style="list-style-type: none"> • Modified drills with distancing in effect. • Exchanges of equipment/balls with intermittent cleaning • Non-competitive drills • Weight training 	<ul style="list-style-type: none"> • Individual drills • Exchanges of equipment/balls with intermittent cleaning • Team runs with staggered starts and maintained distance • Weight training
Phase 3: *50 people, indoors or outdoors	<ul style="list-style-type: none"> • Full practices (with distancing) for sports that are individual in nature. 	<ul style="list-style-type: none"> • Full Practice 	<ul style="list-style-type: none"> • Modified drills with distancing in effect. • Exchanges of equipment/balls with intermittent cleaning • Non-competitive drills

REFERENCES

- "Covid-19 in South Dakota" *South Dakota Department of Health*, <https://doh.sd.gov/news/coronavirus.aspx#SD> Accessed May 11, 2020.
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- "Opening up America Again." *The White House*, <https://www.whitehouse.gov/openingamerica/> Accessed May 11, 2020.
- "Return to Training Considerations Post-COVID-19." *United States Olympic & Paralympic Committee-Sports Medicine*, Version 0.12. <https://www.teamusa.org/coronavirus> Accessed May 11, 2020.
- "South Dakota's Back to Normal Plan" *South Dakota Department of Health*, https://covid.sd.gov/docs/COVID_SDPlan_BackToNormal.pdf Accessed May 11, 2020.

Physicals

2020-21 SDHSAA PARTICIPATION FORM GUIDELINES

By SDHSAA Bylaws, the following applicable responsibilities exist for the respective parties:

School Boards/Districts:

1. Each School Board and/or governing body shall determine the frequency of physical examinations. Per the SDHSAA and the American Academy of Pediatrics, et. al. ©, 2019, Physical Examinations of High School athletes should be completed at a minimum of once every three years.
2. NOTE: In 2020-21, the SDHSAA, along with the NFHS Sports Medicine Advisory Committee, recommend that school districts who choose to require a physical exam on an annual or biennial basis consider waiving the requirement of a physical being completed prior to the 2020-21 school year due to COVID-19 related concerns. Those athletes who last had a physical prior to the 2017-18 school year, and those athletes who have never had a sports physical exam must still have an exam completed prior to participation in the 2020-21 school year.

Member Schools Athletic/Activities Departments:

1. Each member school shall provide copies of the forms as sufficient so that all students may complete them prior to participation.
2. Member schools must keep on file each of the forms as listed on the previous page.
3. Member schools may allow physical exams to be completed after April 1 of the previous school year to apply to the ensuing school year.

Medical Professionals:

1. The certification of forms requiring a medical professional are specific to those individuals who are a Doctor of Medicine, Doctor of Osteopathy, Doctor of Chiropractic, Physician Assistants or Nurse Practitioners (South Dakota Codified Law). Stamping the name of a clinic or association is not acceptable – all forms must be signed by authorized medical professionals where applicable.
2. The medical history forms must be made present to the person conducting the physical exam at the time of the examination.

OLD

6810 ATTENDANCE POLICY

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and individual study in order to reach the goal of maximum educational benefits for each student.

While it is true that written work can be completed despite a student's absence from class, class instruction and presentation, discussions, audio-visual presentations, and student-teacher interaction can never be made up for an individual student who has missed them. This is the essence of schooling. A student's contribution to and achievement in class are directly related to attendance.

It is critical for both students and parents to understand that students miss an essential portion of their education when they are absent from class. Furthermore, South Dakota statutes require the local Board of Education to enforce definite standards of attendance, with few valid excuses for absences.

Attendance Policy: Students in grades 9-12. A student may not be absent more than nine (9) class sessions per semester. Any student with more than nine (9) absences, (excused or unexcused), in a class per semester will not receive credit for the class. (Illness, doctor appointments, and work at home, etc. will be counted as part of the 9 absences.) Absenteeism beyond the 9 absences due to lengthy illness, death, or family emergency will be given consideration by the administration.

A five (5) day attendance report will be prepared for every student who reaches 5 days of absence in a class. This report will be sent to the parents/guardians. It is the responsibility of each student to keep track of the number of times he is absent from each class. Parents are encouraged to hold a conference with the teacher/administration upon receiving this report.

A nine (9) day attendance report will be prepared when a student accumulates 9 absences in a class. After a student has been absent from school for nine (9) days during a semester, he or she will have to make up the work and the time missed for any portion of the day missed after the ninth day. If a student is not making progress towards making up the time, he or she will be assigned times to make up the time by the Principal. This can be before school, after school, or during Saturday school.

If a student shows up for school after 8:50 a.m. for school, the student will be counted absence for first hour. If a student shows up before this time, they will be counted tardy.

Absences will be grouped under three main categories:

1. Exempt: The Flandreau Public School will exempt (will not be counted toward the nine (9) day absent allowance) for the following reasons:
 - a. Bereavement for immediate family (father, mother sibling, grandparents).
 - b. School activities
 - c. Other
2. Excused: The Flandreau Public School recognizes that a student may be gone from school. Absences that may be excused, but count toward the nine (9) days are: personal illness, funerals, court dates, college visits, medical/dental appointment that cannot be taken care of on a Saturday or after school, etc. However, after the ninth absence per semester, all absences (excused or unexcused) will have to be made up. This means the student must make up the time and work missed before we will calculate the student's grades, GPA, qualify them for the Honor Roll, etc.
3. Unexcused Absences or Truant: Unexcused absences are those absences, which are not excused by the school. Such absences might be the outright skipping of a class, skipping one class to work on another class, tanning, hair appointments, going to concerts and oversleeping. This means that even though the parents/guardians excuse the student, the school may not. The school reserves the right to determine when an absence shall be excused. Credit will not be given for work missed during an unexcused absence and time missed will be made up in detention (see Truancy).

Note: Students entering after the semester begins will have their absence pro-rated.

NEW

Attendance Policy

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and individual study in order to reach the goal of maximum educational benefits for each student.

While it is true that written work can be completed despite a student's absence from class, class instruction and presentation, discussions, audio-visual presentations, and student-teacher interaction can never be made up for an individual student who has missed them. This is the essence of schooling. A student's contribution to and achievement in class are directly related to attendance.

It is critical for both students and parents to understand that students miss an essential portion of their education when they are absent from class. Furthermore, South Dakota statutes require the local Board of Education to enforce definite standards of attendance, with few valid excuses for absences.

Absences will be grouped under three main categories:

1. Exempt: The Flandreau Public School will exempt absences for the following reasons:
 - a. Bereavement for immediate family. (Father, Mother, Sibling, Grandparents)
 - b. Participation in authorized school activities or field trips.
 - c. Students who are hospitalized for a long period of time or if a doctor's note states that a student is not to attend school. See extenuating circumstances.
 - d. Documented Excused Absences: medical, physical therapy, orthodontics, dental & legal appointments that cannot be scheduled after school hours due to availability of the provider and are necessary to be scheduled during the school day. This will need to be verified in writing on formal letterhead and submitted to the high school office for approval.
 - e. College Visits - see high school handbook
 - f. Military service and/or related trainings - see high school handbook
 - e. Discretion of Administration
2. Excused: The Flandreau Public School recognizes that a student may be gone from school. Absences that may be excused, but count as absences are: personal illness, funerals (non-immediate family), family vacations, weddings, & special family events.

3. Truant: Absent from school without knowledge of parents or the school for an invalid reason. Such absences might be the outright skipping of a class or classes. (See Truancy)

Extenuating Circumstances:

1. Time that a student spends in the hospital would not count in the absence count, as long as notification was received by the attending physician.
2. Time that a student must spend at home for convalescence. This would have to be a doctor ordered with time specified. This will need to be verified in writing on formal letterhead and submitted to the high school office for approval.

Each school may determine additional attendance guidelines, as appropriate to their buildings. These will be included in individual school handbooks.

Truancy Policy

The district administrator, or designee, will serve as the school attendance officer for the district and deal with all matters relating to school attendance and truancy.

Truancy - means any absence or part of all of one of more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian and also means intermittent carried on for the purpose of defeating the intent of compulsory attendance.

Habitual Truancy means a pupil who is absent from school without an acceptable excuse for part of or all of 5 or more days on which school is held during a semester.

Truancy Procedures

- When a child's number of absences has reached 5 days, a formal letter of warning will be sent to parents.
- When a child's number of absences has reached 10 days, a formal letter will be sent to parents notifying them that a referral has been made to the district truancy team.
- The Truancy Team will determine the action that needs to be taken, and will send a letter informing the parents of their decision.
 - The truancy team is a quorum of committee members, to include: school principals, a school board member, and the School Resource Officer. The Title VI Coordinator and school counselors will be invited to attend, as applicable.
 - The truancy committee will meet bi-weekly or as needed.
- Action taken by the Truancy Team may include, but is not limited to, the following:
 - Citation by the School Resource Officer
 - Attendance Improvement Plan
 - Referral to Family Services
 - Referral to the States Attorney

Flandreau Public Schools

Child Protection Policy-Report of Child Abuse or Neglect

Under South Dakota Codified Law, the Flandreau Public School recognizes cases in which adults may suspect instances of child abuse or neglect occurring. According to South Dakota Law, abused or neglected children are defined as:

1. Whose parent, guardian or custodian has abandoned the child or has subjected the child to mistreatment or abuse;
2. Who lacks proper parental care through the actions or omissions of the parent, guardian or custodian;
3. Whose environment is injurious to his welfare;
4. Whose parent, guardian or custodian fails or refuses to provide proper or necessary subsistence, supervision, education, medical care or any other care necessary for his health, guidance, or well-being; or
5. Who is homeless, without proper care, or not domiciled with his parent, guardian or custodian through no fault of his parent, guardian or custodian;
6. Who is threatened with substantial harm;
7. Who has sustained emotional harm or mental injury as indicated by an injury to his intellectual or psychological capacity evidenced by an observable and substantial impairment in his ability to function within his normal range of performance and behavior, with due regard to his culture;
8. Who is subject to sexual abuse, sexual molestation or sexual exploitation by his parent, guardian, custodian or any other person responsible for his care;
9. Who was subject to prenatal exposure to abusive use of alcohol, marijuana or any controlled drug or substance not lawfully prescribed by a practitioner as authorized by chapters 22-42 and 3420B;
10. Whose parent, guardian or custodian knowingly exposes the child to an environment that is being used for the manufacture, use or distribution of methamphetamine or any other unlawfully manufactured controlled drug or substance.

If there is suspected abuse or neglect involving a child, the school employee as a mandated reporter:

1. Must inform the school counselor. The school counselor will then notify the building principal, school resource officer/law enforcement, and superintendent.
2. Must call DSS Child Protection Services (1-877-244-0864) if the student lives on state land or FSST Child Protection Services (605-997-5055) if the student lives on tribal land. This can be done on their own or with the aid of the school counselor.
3. Must keep the information that the student shared confidential. The information should only be shared with the parties mentioned above.

The school counselor will collaborate with administration, Child Protection Services, and law enforcement on the next steps for the student.

If there is shared custody, the school counselor and/or administrator will use their best judgement in favor of the safety of the child when determining notification of the other parent/guardian.

The current school counselor(s) or social worker should have Minimal Facts Training. Please connect with the Tribal Child Protection Team leader (Jessica Morrison) or with DSS to schedule a training.

Policy and Procedures
Students Who May Be At Risk to Harm Themselves or Others

The Flandreau Public School District is committed to providing a safe, supportive environment in which students may reach their academic potential. When a student threatens self-harm or harm to others, the District requires that the student receive an evaluation by which the seriousness of that threat may be determined. Where a serious threat is found to exist, steps will be taken to protect that student and other persons in the District from possible harm.

KEEP THE STUDENT UNDER SUPERVISION UNTIL THE STUDENT IS RELEASED TO THEIR GUARDIAN(S).

- 1 . School principal notified of threat. Any person who learns that a student has made a threat to harm himself/herself or another person will notify the school principal or his/her designee that such has occurred.
2. Counselor will screen the student and complete the risk to self/others screener. Additional information may be gathered from relevant parties, i.e. teachers, peers, etc. who know about the incident.
3. **If the counselor and the principal determine there is NO need for a risk assessment.** The counselor will write a brief summary of what has occurred. The summary will include the student's name and other demographic information, as well as the information on which the decision not to perform a formal evaluation is based. The counselor will keep a copy in his/her working files. If questions arise regarding the necessity of a risk, the counselor and the principal may contact a Qualified Mental Health Professional for additional collaboration. Parent/guardian will be notified of the situation even if a full risk assessment/evaluation by an outside agency is not being conducted.

***If answer to #3 is NO, no additional action (items 4-8) is required.**

4. **If it is determined that, YES, there is a need for a full risk assessment, the counselor or principal will notify the parent of risk to self or others and obtain release of information to contact Flandreau Avera ER to complete a formal risk assessment through Avera Behavioral Health.** The signature/consent may be obtained in person or via phone. If the parent chooses to have an independent evaluation completed, at their expense, they must choose another QMHP, set up the appointment, and have the written report and recommendations returned to the school district. The student may not return to school until the QMHP reports back to the principal and/or counselor in order to ensure the safety of all students. After a referral is made to the QMHP, the principal and/or counselor will notify the Superintendent and the school resource officer of the situation. Parents should be informed that a risk assessment in conjunction with a suspension also pertains to all extra-curricular activities.
5. Principal and/or counselor will call Flandreau Avera ER (605)-997-2433 to discuss the risk of harm to self or others. The following information could be shared with Avera Behavioral Health to assist them in completing their assessment — risk screener, counselor/principal report, history of school behaviors, most recent evaluation and/or past risk evaluations; also include special education records (if applicable).
6. Notify individual(s) being threatened. The person to whom the threat has been directed and his/her parent or guardian will be informed by the building principal or his/her designee that a threat has been made and who made it, in accordance with the Tarasoff

court decisions. The parent/guardian of the student making the threat will also be notified that we have a duty to warn.

7. Avera Behavioral Health reports results of risk assessment and recommendation(s) to school counselor/building principal. It is recommended that Avera fax this report to the school at 605-997-2457. It can also be delivered to the school by the student's parent/guardian. This report must be available by the student's readmittance meeting in order for the student's support team to review results and recommendations. A student support team may include: principal, school counselor, school psychologist, special education case manager(s), teacher(s), parent, student, and any other support personnel that the parent/guardian or administration deem necessary.
8. Copies of documentation should be kept in the school counselor's files. Documentation will include: risk screener, release of information, any consents obtained, and the Avera Behavioral Health report.

Flandreau School District Permission to Release Information

(Student Name) has made oral or written statements, or otherwise has given indications which have been determined by school authorities to suggest that he/she may be at risk to harm himself/herself or harm others.

It is the policy of the Flandreau Public School District to have a student who may be at risk to harm himself/herself or others to undergo an evaluation by a Qualified Mental Health Professional (QMHP) to determine the degree of risk, if any, that the student poses. With the permission of the parent or guardian, the Flandreau Public School District will release the following information to the contracted agency for the purpose of conducting a risk assessment. Those documents will include: details of the current incident, screening checklist, previous behavior incidents, input from administration, counselor, and/or staff, previous evaluations, and special education records (if applicable),

I give permission for the Flandreau Public School District to release the educational records regarding my child for the purpose of conducting a risk assessment by Avera Behavioral Health or a Qualified Mental Health Professional (QMHP) of parent/guardian's choice.

Parent/Guardian:

Witness:

Date

Witness:

Date

Second witness, if by telephone

Screener of Risk of Harm to Self and/or Others

Student's Name:

Grade:

Date:

Referral Source:

Concern of risk to: SELF OTHERS

If others, list who student is concerned to be a risk to:

Ideation? Yes No

If yes, explain:

Plan? Yes No

If yes, explain:

Does the student have access to mean? Yes No

Intent? Yes No

If yes, explain:

Other risk factors to consider:

Flandreau Public School District's Recommendation:

Parent/Guardian's Name:

Contact method and summary of conversation with parent/guardian:

Actions Taken:

Screener Completed/Reviewed by:

School Mental Health Professional

School Administrator

Name:

Name:

Title:

Title:

Signature:

Signature:

Date:

Date:

Flandreau Public School District Policy on Suicide Prevention and Response

The Flandreau Public School District follows the Model School District Policy on Suicide Prevention. The Model Policy was created by the American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists, and The Trevor Project. In the event of a suicide, the Flandreau Public School District follows After a Suicide: A Toolkit for Schools, Second Edition. This toolkit is endorsed by the National Association of School Psychologists, National Association of Secondary School Principals, and the American School Counselor Association. In addition, both the Model Policy and Toolkit are supported by the state of South Dakota and are located on the South Dakota Suicide Prevention website: <https://sdsuicideprevention.org/>.

Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources

<https://www.datocms-assets.com/12810/1576931010-13820afspmmodelschoolpolicybookletm1v3.pdf>

After a Suicide: A Toolkit for Schools, Second Edition:

<http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>

June 8, 2020, Board of Education meeting

Agenda item "VII (e)" - authorize BUDGET TRANSFER as follows:

General Fund	\$ 336,200	
Impact Aid Fund		\$ 336,200
General Fund	\$ 250,000	
Capital Outlay		\$ 250,000

Agenda item "VII (f)" - authorize CONTINGENCY TRANSFERS as follows:

General Fund Expenditures

2113	Human Services	\$ 4,700	
2125	Testing Coordinator	\$ 7,600	
2212	Curriculum development	\$ 1,000	
		<u>\$ 13,600</u>	Total

7010 *Assistant Activities Director*

Accountable to: Director of Activities

Consults with: Director of Activities, Principals and Business Manager

Supervises: Coaches, Sponsors, supervisors, volunteers

Qualifications: Certified Secondary Administrator or In-Process

Basic function and purpose of the position:

Mentor, develop and review all head coaches/coaches within the district

Assist in organization and administration of all extra-curricular activities in keeping with the aims and purposes of education as conceived by the Superintendent and Board of Education. Assist in promotion, direction, coordination and supervision of all student activities to include athletics and non-athletic activities to promote equal access for all boys and girls at the Middle School and High School levels.

Assist in the implementation of a program of external and internal communication and public relations to encourage recognition, support, participation and involvement of students, staff, parents and the various community constituencies represented by the school activity program.

Duties and Responsibilities of the Position:

A. Supervision

- * Make recommendations to the Superintendent and Activity Director for hiring of coaches, supervisors and advisors.
- * Monitor and enforce Coaching Eligibility Criteria (concussion, heat, first aid, fundamentals)
- * Develop criteria/objectives for all coaching positions
- * Supervise and evaluate all coaching personnel
- * Maintain updated job descriptions for all Flandreau Public School activities personnel
- * Serve as liaison between activities personnel and administration

B. Administration

- * Assist in formulation of policies for all athletic programs
- * Communicate and enforce all school district policies relating to the activities program in general
- * Provide activity participation lists
- * Insure that all participants in athletic programs have had proper physical exams in accordance with SDHSAA rules and local school district policies
- * Arrange physicals for all athletes according to SDHSAA rules
- * Recruit, organize and supervise volunteer help from community for all activities as needed

- * Present, as necessary, at all home high school activities and major activities
- * Assist in coordinating advertising and collection of bids for athletic and activity supplies
- * Assist in development of activities budget
- * Supervise check-out and check-in of activity equipment
- * Formulate and enforce policies and procedures for storage, care, maintenance and proper distribution of equipment and supplies
- * Maintain an accurate athletic and activities system of inventory control
- * Submit reports as required by Activities Director and Superintendent
- * Submit purchase orders and vouchers for payment of related expenditures according to policy
- * Maintain a system of inspection and reporting of needed repairs of stadium and athletic facilities
- * Assist in organization of all required preparations for activities and events at Flandreau School District relating to the position
- * Manage all discipline situations associated with activities with principals
- * Develop and maintain a handbook for coaches and activity advisors
- * Develop and maintain a student athlete handbook
- * Develop and maintain a student locker management system with P.E. teachers
- * Cooperate with High School Principal to organize and supervise Homecoming activities

C. Communication

- * Conduct regular activity personnel meetings
- * Promote effective communication and cooperation among coaches and Activity Director
- * Attend Flandreau Booster Club meetings
- * Promote use of Flandreau School facilities
- * Supervise the issuance of activity awards, banquets and parent or Booster Club activities
- * Maintain record of season activities, results, records, school awards and student awards
- * Promote a system of regular recognitions and publicity of participants and programs to the media

Other duties as assigned.

(Approved September, 2018)