

Progress Report #1 for Year 2, 2008-09

**Winner School District
Consent Decree (Civ. 06-3007)**

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September 8, 2008

INTRODUCTION

This is the first quarterly report for Year 2 on the progress made by WSD as specified in the Consent Decree (Civ. 06-3007) submitted to Judge Charles B. Kornmann, members of the co-construction team, American Civil Liberties Union (ACLU) and Winner School District (WSD) staff and attorneys. ACET was chosen as the Monitor by both WSD and ACLU on March 31, 2008 to facilitate the development of benchmarks and to oversee WSD implementation of the Consent Decree. Specifically, ACET will:

- Meet with Consent Decree stakeholders: WSD staff, Rosebud Sioux Tribal Education Department (RSTED) staff, Winner and Ideal Community members, and WSD Ombudsperson;
- Facilitate two “co-construction” team meetings to develop benchmarks;
- Review data options to measure Consent Decree benchmarks and other compliance items;
- Review WSD disciplinary records and Ombudsperson incident reports summarized by the Center for Comprehensive School Reform and Improvement (CCSRI);
- Analyze data gathered by WSD as baseline for three academic school years (2005-06, 2006-07, and 2007-08); and
- Report quarterly to Consent Decree stakeholders regarding overall compliance and make recommendations as needed to reach benchmarks.

Eleven benchmarks (Consent Decree, par. 62) were established in the Consent Decree with the overall goal to “ensure that Native American students are treated equally with all other students and with appropriate cultural sensitivity, as well as the educational and pedagogical needs of WSD” (Consent Decree, par. 68):

1. *Improvement in Native American graduation rates;*
2. *Reduction in racial disparities in suspensions and police referrals;*
3. *Reduction in overall number of suspensions and police referrals;*
4. *Reduction in Native American transfer and dropout rates;*
5. *Improvement of Native American academic achievement;*
6. *Reduction in Native American truancy and tardiness;*
7. *Improvement of Native American parental participation in school meetings and events;*
8. *Improvement of Native American participation in extracurricular activities;*
9. *Improvement of school climate for Native American students, as measured by student perceptions of fairness of discipline, whether they feel their school is responsive to them, and whether they feel they are an important part of the school community;*
10. *Inclusion of Native American culture, history, and language in the curriculum; and*
11. *Accountability for all finances related to Native American students*

Several data sources and evaluation procedures will be used to address the eleven benchmarks; they include school climate student surveys, school records on graduation, suspensions, police referrals, transfer and drop-out rates, test scores, attendance, parent participation, student participation in extracurricular activities, inclusion of Native American culture, history and language in the curriculum, and school finance records. In addition to these measures, ACET will conduct biannual site visits to interview and moderate talking circle discussions with a sample of Consent Decree stakeholders.

September 8, 2008

PROGRESS REPORT 1 FOR YEAR 2

WSD has initiated many activities outlined in the Consent Decree in fall of 2008. Progress towards implementation outcomes will be reported in each quarterly report. The chart below outlines the progress WSD has made as of August 29, 2008 towards the Consent Decree.

Consent Decree Items	Progress (as of August 29, 2008)
<i>Annual training of staff regarding students' procedural due process rights and law enforcement referrals</i> (Consent Decree, pars. 3-6)	<ul style="list-style-type: none"> • Bill Engberg, the Director of Legal Services for the Associate School Boards of South Dakota, provided staff training for the 2008-09 school year on August 25, 2008. • Training materials and attendance logs were received by ACET on August 29, 2008. One hundred and eleven signatures were entered on the sign-in sheets for this training (Consent Decree, par. 5 specifies training as mandatory for all school board members and for all school administrators).¹
<i>Disciplinary Matrix</i> (Consent Decree, pars. 9-10)	<ul style="list-style-type: none"> • CCSRI and WSD finalized disciplinary matrix on August 12, 2008 (see Exhibit A). • ACET received training materials and attendance logs from WSD by email on August 28, 2008. Fifty-two WSD staff (including 25 middle and 27 high school staff) attended Day 1 of this training on August 21, 2008, and 52 WSD staff (including 22 middle and 30 high school staff) attended Day 2 of this training on August 22, 2008.
<i>Disciplinary Recordkeeping</i> (Consent Decree, pars. 12-16)	<ul style="list-style-type: none"> • ACET and CCSRI plan to work together to analyze disciplinary and behavior data at the end of each school year. The work plan between ACET and CCSRI, however, has not yet been finalized.
<i>Evaluations for Students with Three or More Incidents of Misconduct</i> (Consent Decree, par. 20)	<ul style="list-style-type: none"> • WSD circulated a memo on August 29, 2008 regarding their policy to identify (flag) students in Infinite Campus with three or more incidents of misconduct (see Exhibit B). ACET has requested assistance from WSD by email on September 4, 2008 to verify the flag.
<i>The Ombudsperson</i> (Consent Decree, pars. 24, 27-28)	<ul style="list-style-type: none"> • DeAnne Felix's contract for the 2008-2009 school year resumed on August 13, 2008. • ACET received signed job description for DeAnne Felix as the Ombudsperson on August 29, 2008 (see Exhibits C and D).
<i>Principals' Advisory Committees (PAC)</i> (Consent Decree, pars. 31, 33-34)	<ul style="list-style-type: none"> • PAC roster for the 2008-09 school year has not yet been established. PAC community representatives, include Marquitta Bly and Wendy Small from Winner. Charlie Long Crow is continuing to recruit representatives from Ideal. • CCSRI trained members of the PAC on August 21, 2008 (ACET received training material and attendance logs from this meeting on August 29, 2008). Eleven PAC members attended this training (Consent Decree, par 33 specifies that all PAC members will receive training and orientation).

¹ WSD sent an email on September 2, 2008 indicating the district has 131 staff and an additional 7 board members for the 2008-2009 school year. Sign in sheets for the August 2008 trainings were forwarded to ACET, however the names handwritten on the sign-in sheets were not disaggregated based on district affiliation (e.g., board member versus school staff versus district administrator), nor were duplicate counts (attendance at more than one training session where applicable) identified. As a result, ACET is unable to confirm the non-duplicated number of individuals who attended the training or their affiliation with Winner School District. ACET requires that, for future training events, WSD provide a complete staff roster with affiliation including individual attendance at various trainings/events and membership (board, staff, administration) in an Excel spreadsheet.

September 8, 2008

Consent Decree Items	Progress (as of August 29, 2008)
<i>Teacher Training on Indian Education and Education Equity</i> (Consent Decree, par. 38)	<ul style="list-style-type: none"> • InterWest Equity Center and the CCSRI provided training to WSD staff on the American Indian Education Professional Development Workshop (AIEPDW) program from August 18-20, 2008. • ACET received training materials and attendance logs on August 29, 2008. One hundred and six WSD staff (including 48 elementary, 26 middle and 32 high school) attended Day 1 this training on August 18th, ninety-five WSD staff (including 42 elementary, 24 middle, and 29 high school) attended Day 2 of this training on August 19th, and ninety-three WSD staff (including 42 elementary, 23 middle and 28 high school) attended Day 3 of this training on August 20th (Consent Decree, par. 37 specifies training for all teachers, administrators, and staff). • The Generating Expectations for Student Achievement (GESA) Program will be implemented in the 2009-2010 school year.
<i>Student-on-Student Conflict Resolution</i> (Consent Decree, par. 40)	<ul style="list-style-type: none"> • Olweus Anti-Bullying Program adopted for 2008-09 school year. • ACET received results from the Olweus Bullying Questionnaire administered the week of April 24, 2008 (disaggregated by race/ethnicity) from WSD on July 29, 2009. Middle and high school staff are scheduled to attend an in-service on Friday September 5, 2008 on the Olweus program. • Attendance records and agendas for the WSD staff training on the Olweus Anti-Bullying Program provided by InterWest Equity Center May 28-29, 2008 have been received by ACET. Twenty-seven WSD staff (including eight elementary, eight middle, seven high school staff, one special education, one parent and two administrators) attended the 1st day of training and twenty-eight WSD staff (including nine elementary, nine middle, seven high school, one special education, one parent and one administrator) attended the 2nd day of training (Consent Decree, par. 40 specifies training for all administrators and staff at the Middle and High Schools).
<i>Native America Classes, Programs and Activities</i> (Consent Decree, par. 41-42)	<ul style="list-style-type: none"> • The Lakota History, Culture, and Language (LHCL) semester-long elective course is scheduled to start August 27, 2008; DeAnne Felix, WSD Ombudsperson, will be teaching this class in the fall semester (see exhibit E). • For the 2008-09 school year, three events will continue: (1) Native American Club; (2) LHCL course; and (3) Winner Invitational Wacipi, (ACET requests that a description of all LHCL sponsored or promotional events be submitted to ACET as they occur for inclusion in quarterly reports). • Rose Mendoza has notified ACET by email on August 25, 2008 that the Lakota Club has met throughout the summer (Lakota Club meetings were held at the WSD gymnasium on Friday nights from 6pm-10pm). ACET has notified WSD and Rose Mendoza by email on September 5, 2008 that attendance records need to be collected to monitor Benchmark 8.

September 8, 2008

Consent Decree Items	Progress (as of August 29, 2008)
<i>Increasing the Number of Native American Employee</i> (Consent Decree, par. 43)	<ul style="list-style-type: none"> On May 27, 2008, ACET requested employment records be released by WSD to note the number of Native American employees for the past three school years: 2005-06, 2006-07, and 2007-08. WSD distributed a form to all staff asking them identify their race/ethnicity; records were to be entered into Infinite Campus. ACET has requested assistance from WSD on September 5, 2008 to verify information stored on Infinite Campus on race/ethnicity. For the 2007-08 school year, WSD hired an American Indian Ombudsperson and a custodian for the Middle School. As of the 2008-2009 school year the American Indian custodian is no longer with WSD. WSD had employment positions open in administration, custodial, coaching, and aide for the 2008-2009 school year. Notices of these positions were sent to Cindy Young with RSTED and announcements were placed with the South Dakota Job Services. WSD will run announcements in the Winner Advocate and Todd County Tribune for 5-10 days. All open positions are advertised on the WSD website. Additionally, the administrative position was posted on the Associate School Boards of South Dakota website. None of these positions were filled with American Indian individuals.
<i>Improvement Parental Participation</i> (Consent Decree, par. 44-46)	<ul style="list-style-type: none"> WSD will be asked, beginning in the fall of 2008, to collect participation records by ethnicity on several WSD sponsored events: (1) Parent-teacher conferences held 2 times per year; (2) Middle School Orientation for 5th grade and new students; (3) Back to School Family Fun Nights at the Middle School; (4) High School Freshman Orientation; (5) Focus on the Future Nights at the High School; (6) High School Tablet PC Distribution Orientation; (7) any parent topic workshops (e.g., parent rights and responsibilities). WSD circulated a draft plan to improve Native American parent participation at in-school and after-school sponsored events. The document was received by ACET on August 29, 2008 (see exhibit F).
<i>JOM BOARD Local Indian Educational Committee</i> (Consent Decree, par. 49-50)	<ul style="list-style-type: none"> Rose Mendoza has been selected as the JOM Board Chair. Ms. Mendoza has notified ACET by email on August 25, 2008 that the JOM Board has met monthly throughout the summer. Mike Hanson and DeAnne Felix have both been invited (and have accepted) to speak at the JOM Board meeting scheduled September 8, 2008.
<i>The Rosebud Sioux Tribal Education Department</i> (Consent Decree, par. 51-54)	<ul style="list-style-type: none"> ACET has received a signed copy of the Memorandum of Understanding (MOU) between WSD and RSTED. The RSTED has a standing place on each school board meeting agenda. No RSTED members attended the school board meeting this quarter (scheduled June 9, June 30, July 11, and August 14, 2008).

September 8, 2008

Consent Decree Items	Progress (as of August 29, 2008)
<i>The Monitor</i> (Consent Decree, par. 55-60)	<ul style="list-style-type: none"> • A conference call to discuss ACET's work plan for Year 2 is scheduled for September 9, 2008; ACET will submit a revised budget for year 2. • ACET facilitated a meeting on July 12-13 during which the co-construction team met and decided on indicators for the eleven benchmarks. On July 23, 2008 ACET distributed an updated Accountability Plan to all parties. All parties had the opportunity to suggest changes. ACET distributed a 2nd revised version of the Accountability Plan on August 15, 2008. A conference call was scheduled for September 3, 2008 to discuss the revised Accountability Plan. The finalized Accountably Plan is submitted as Exhibit G.
<i>Benchmarks</i> (Consent Decree, par. 62-68)	<ul style="list-style-type: none"> • The co-construction team has 10 members: three from WSD; two from the WSD board; two from RSTED; and three from the Winner community; please note that a member of the Ideal community was unable to attend the first mandatory co-construction team meeting and had selected a member of the Winner community to fill the position; the selected Winner member will thereafter represent the Ideal community. • A second co-construction team meeting was held July 12-13, 2008. • WSD Expenditures for July 2008 were received by ACET on August 13, 2008.

The next ACET quarterly progress report is scheduled to be completed by the end of December 2008.



Winner School District Discipline Matrix/Flow Chart

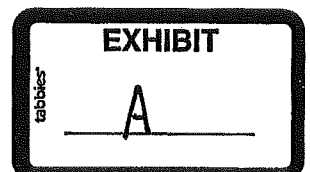
LEVEL OF OFFENCE	BEHAVIOR	STUDENT SUPPORTS AND CONSEQUENCES		
		1 st Offence	2 nd Offence	3 rd Offence
TIER I – GENERAL CODE OF CONDUCT VIOLATIONS CLASSROOM CONSEQUENCES/ NO OFFICE REFERRAL AT THIS TIER	<u>Academic Infractions</u> <ul style="list-style-type: none"> Academic dishonesty (e.g. cheating, plagiarism) Failure to come to class prepared Failure to complete homework 	<u>Supports</u> Love and Logic <ul style="list-style-type: none"> Do you prefer to redo/complete work now or recess/after school Do you prefer to sit quietly up here by me or manage your behavior where you are now? Do you prefer to bring your work prepared from now on or stay at school until it is prepared for the next day? Do you prefer a private conference with me after school or to redo the paper correctly? Do you prefer to change your behavior now or meet with me after class/school? Increase contact time with student Teacher/student conference Parent contact Zero is Not an Option	<u>Supports</u> Love and Logic (Same as 1 st Offense) Increase contact time with student Teacher/student conference Parent contact Zero is Not an Option	<u>Supports</u> Love and Logic (Same as 1 st Offense) Increase contact time with student Teacher/student conference Parent contact Referral to TAT Zero is Not an Option
	<u>Behavioral Infractions</u> <ul style="list-style-type: none"> Insubordination/Disruption in the classroom Running in the halls/building Making excessive noise in the 	<u>Supports</u> Love and Logic <ul style="list-style-type: none"> Do you prefer to sit quietly up here by me or manage your behavior where you are now? Do you prefer to sit quietly in your seat and work or sit beside my desk to do your work? Would you like to work quietly 	<u>Supports</u> Love and Logic Teacher/Student Conference Behavioral Contract	<u>Supports</u> Love and Logic Referral to TAT Teacher/Student Conference Referral to TAT

¹ The Ombudsman shall be present during every interview of a Native American student by the Principals or the Principals' designee in the office if related to a disciplinary incident.

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² Refer to consent decree "Evaluations for Students with Three or More Incidents of Misconduct"

Revised August 12, 2008



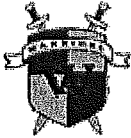


Winner School District Discipline Matrix/Flow Chart

LEVEL OF OFFENCE	BEHAVIOR	STUDENT SUPPORTS AND CONSEQUENCES		
		1 st Offence	2 nd Offence	3 rd Offence
	hall or building • Unauthorized use of communication device • Bullying Behaviors (Olweus Level 1 and 2 Infractions) • Unexcused Tardy	now or stay after school for 5 minutes for each minute you waste now? • I see you like to run/make noise, would you prefer to do that during your recess time, before or after school so as not to waste your learning time? Teacher/Student Conference Behavioral Contract Parent Contact <u>Consequences</u> Warning (done privately) Stay after school with teacher Parent/Guardian notification Unexcused Tardy noted in Infinite Campus	<u>Consequences</u> Warning (done privately) Stay after school with teacher Parent/Guardian notification Teacher/Student/Parent/Guardian Conference Teacher/Parent/Guardian Conference Unexcused Tardy noted in Infinite Campus	<u>Consequences</u> Warning (done privately) Stay after school with teacher Parent/Guardian notification Teacher/Student/Parent/Guardian Conference Teacher/Parent/Guardian Conference Unexcused Tardy noted in Infinite Campus
Tier II – Conduct Requiring Administrative Intervention Repeated Tier II Offences that are not abated by supports and consequences. ¹ Serious or repeated Tier II misbehavior may result in a more serious consequence. ²	Behavioral Infractions • Inappropriate Language/Profanity • Insubordination /Disruption in the classroom (only after 3 rd offence Tier I Classroom Behavior) • Bullying behaviors (Olweus Bullying Level 3)	<u>Supports</u> Love and Logic • I care too much about you to allow that behavior, would you prefer to have a conference with me after class or after school? • I care too much about you to allow that behavior, would you prefer to stop the behavior now or have a conference with me and your parents after school? Teacher/Student Conference Ombudsman Conflict Resolution Parent and student conference with elder of parent's choice. Circle of Courage <u>Consequences</u>	<u>Supports</u> Love and Logic Teacher/Student Conference Counseling Ombudsman Behavior contract with goals set by student Conflict Resolution Circle of Courage	<u>Supports</u> Love and Logic Circle of Courage Behavior contract with goals set by student Referral to TAT Conflict Resolution Ombudsman Functional Behavior Assessment (mandatory after 3 rd offence)

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² Refer to consent decree "Evaluations for Students with Three or More Incidents of Misconduct"

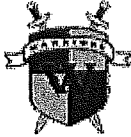


Winner School District Discipline Matrix/Flow Chart

LEVEL OF OFFENCE	BEHAVIOR	STUDENT SUPPORTS AND CONSEQUENCES		
		1 st Offence	2 nd Offence	3 rd Offence
(treated as a Tier III or IV offence)	<ul style="list-style-type: none"> Threat to person Disruptive behavior on the school bus Encouraging a fight Defamation Theft Vandalism 	Office Referral (See Footnote 2) Warning (done privately) Written or public verbal apology to recipient of behavior Temporary Removal of the Student from the Classroom (not ISS) Confiscation of disruptive paraphernalia Monetary restitution for damaged items Administrator/Parent/Guardian Conference Administrator/Teacher/Student/Parent /Guardian conference In-school Suspension STARS Threat Assessment	<u>Consequences</u> Office Referral (See Footnote 2) Warning (Done Privately) Written or public verbal apology to recipient of behavior Temporary Removal of the Student from the Classroom (Not ISS) Confiscation of disruptive paraphernalia Parent notification Monetary restitution for damaged items Administrator/Parent/Guardian Conference Administrator/Teacher/Student/Parent /Guardian conference In-school Suspension STARS Threat Assessment	<u>Consequences</u> Office Referral (See Footnote 2) Warning (Done Privately) Written or public verbal apology to recipient of behavior Temporary Removal of the Student from the Classroom (Not ISS) Confiscation of disruptive paraphernalia Parent notification Monetary restitution for damaged items Administrator/Parent/Guardian Conference Administrator/Teacher/Student/Parent /Guardian conference In-school Suspension Out of school Suspension STARS Threat Assessment
	<u>Tobacco / over-the-counter medication</u> <ul style="list-style-type: none"> Tobacco possession Use of tobacco on school grounds for purpose other than a sanctioned cultural event Unauthorized possession, use or distribution of over-the-counter medication 	<u>Supports</u> Counseling Information packets Ombudsman Parent and student conference with elder of parent's choice. <u>Consequences</u> 1-day In-school-suspension	<u>Supports</u> Counseling Information packets Ombudsman Parent and student conference with elder of parent's choice. <u>Consequences</u> Administrator/Parent/Guardian Conference 2-day In-school-suspension	<u>Supports</u> Counseling Information packets Ombudsman Circle of Courage <u>Consequences</u> Administrator/Parent/Guardian Conference 2-day Out-of-school-suspension Functional Behavior Assessment

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² Refer to consent decree "Evaluations for Students with Three or More Incidents of Misconduct"



Winner School District Discipline Matrix/Flow Chart

LEVEL OF OFFENSE	BEHAVIOR	STUDENT SUPPORTS AND CONSEQUENCES		
		1 st Offense	2 nd Offense	3 rd Offense
Tier III – Suspension and/or Removal to a Disciplinary Alternative Education Program (HS only) Serious or Repeated Tier II Offences not abated by intervention (See Footnote 2)	<u>Behavioral Infractions</u>	<u>Supports</u> Counseling Ombudsman Referral to outside agency Parent and student conference with elder of parent's choice.	<u>Supports</u> Counseling Ombudsman Referral to outside agency Parent and student conference with elder of parent's choice.	<u>Supports</u> Counseling Ombudsman Referral to outside agency Referral to TAT Functional Behavior Assessment
	<ul style="list-style-type: none"> Intimidation Threat of Harm to a Staff Member Pushing/Physical Contact Fighting (Actual Swinging) Group Fight/Gang Activity Inciting Others to Violence or Disruption Vandalism Destruction of Property: \$100-\$500 Possession of flammable device False fire alarm Bomb threat Harassment Sexual harassment Harassment based on race, Color, National Origin, Sex, gender, Sexual Orientation, Age, Religion, or Disability 	<u>Consequences</u> Office referral (See Footnote 2) Warning Temporary removal of the student from the classroom Confiscation of disruptive paraphernalia Parent/Guardian notification Monetary restitution for damaged items Administrator/Teacher/Student/Parent /Guardian conference In-school suspension Alternative High School Classroom Out of school suspension Referral to Superintendent for Possible Board Hearing Law enforcement referral STARS Threat Assessment SDCL 49-31-31 Fight Actual — 3 Days OSS	<u>Consequences</u> Parent/Guardian notification Monetary restitution for damaged items Administrator/Teacher/Student/Parent /Guardian conference In-school suspension Alternative High School Classroom Out of school suspension Referral to Superintendent for Possible Board Hearing Law enforcement referral STARS Threat Assessment SDCL 49-31-31 Fight Actual – 5 Days OSS	<u>Consequences</u> Parent/Guardian notification Monetary restitution for damaged items Administrator/Teacher/Student/Parent /Guardian conference In-school suspension Alternative High School Classroom Out of school suspension Referral to Superintendent for Possible Board Hearing Law enforcement referral STARS Threat Assessment SDCL 49-31-31 Fight Actual – 10 Days OSS

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Winner School District Discipline Matrix/Flow Chart

LEVEL OF OFFENCE	BEHAVIOR	STUDENT SUPPORTS AND CONSEQUENCES		
		1 st Offence	2 nd Offence	3 rd Offence
Tier IV – Removal to a Disciplinary Alternative Program (HS only) and/or Expulsion Serious or Repeated Tier III Offences (See Footnote 2)	<u>Behavioral Infractions</u> <ul style="list-style-type: none"> False fire alarm Arson Assault Bomb Threat Group Fight Physical Attack on Staff Possession, Use or Distribution of Explosives Extortion 	<u>Supports</u> Counseling Ombudsman Referral to outside agency <u>Consequences</u> Office referral (See Footnote 2) Warning Parent / guardian notification Administrator/Teacher/Student/Parent/ Guardian Conference Out of school suspension Expulsion Referral to Superintendent for Possible Board Hearing Law enforcement referral	<u>Supports</u> Counseling Ombudsman Referral to outside agency <u>Consequences</u> Office referral (See Footnote 2) Warning Parent / guardian notification Administrator/Teacher/Student/Parent/ Guardian Conference Out of school suspension Expulsion Referral to Superintendent for Possible Board Hearing Law enforcement referral	<u>Supports</u> Counseling Ombudsman Referral to outside agency <u>Consequences</u> Office referral (See Footnote 2) Warning Parent / guardian notification Administrator/Teacher/Student/Parent/ Guardian Conference Out of school suspension Expulsion Referral to Superintendent for Possible Board Hearing Law enforcement referral
	Possession of weapon – other than firearm (See "Dangerous Weapons in the School" WSD School Board Policy)	<ul style="list-style-type: none"> Parents / guardians notified Law enforcement notified Suspension (10 days) Expulsion (12 months) 		

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Winner School District Discipline Matrix/Flow Chart

LEVEL OF OFFENCE	BEHAVIOR	STUDENT SUPPORTS AND CONSEQUENCES		
		1 st Offence	2 nd Offence	3 rd Offence
	<ul style="list-style-type: none"> Firearms on school grounds Possession or use of firearms Presence of firearms in school vehicles or vehicles used for school purposes Presence of firearms in parent / student vehicle while on school premises <p>(See "Dangerous Weapons in the School" WSD School Board Policy)</p>	<ul style="list-style-type: none"> Parents / guardians notified Law enforcement notified Automatic expulsion for 12 months 		
	<p><u>Drugs/Alcohol (repeated offences)</u></p> <p>Possession, Use, Distribution of Alcohol, Marijuana, Prescription Drugs, Controlled Dangerous Substances, Imitation Controlled Substances, Inhalants, Other Intoxicants, Controlled or Drug Paraphernalia</p>	<p><u>Supports</u></p> <p>Counseling Ombudsman Individual Counseling</p> <p><u>Consequences</u></p> <p>Office Referral (See Footnote 2) Parent Notification Administrator/Teacher/Student/Parent Conference Out of school Suspension Expulsion Law Enforcement Referral</p>	<p><u>Supports</u></p> <p>Counseling Ombudsman Individual Counseling</p> <p><u>Consequences</u></p> <p>Office Referral (See Footnote 2) Parent Notification Administrator/Teacher/Student/Parent Conference Out of school Suspension Expulsion Law Enforcement Referral</p>	<p><u>Supports</u></p> <p>Counseling Ombudsman Individual Counseling Functional Behavioral Assessment</p> <p><u>Consequences</u></p> <p>Office Referral (See Footnote 2) Parent Notification Administrator/Teacher/Student/Parent Conference Out of school Suspension Expulsion Law Enforcement Referral</p>

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² Refer to consent decree "Evaluations for Students with Three or More Incidents of Misconduct"

BOARD OF EDUCATION:

ROCKY BLARE, Chairperson
CLINT VANNEMAN, Vice Chairperson
JIM DAY, Member
DOUG LONG, Member
STEVE MEYER, Member
MARSHA RISSEUW, Member
ELLEN STORMS, Member



ADMINISTRATION:

MIKE HANSON, Superintendent
BILL KAISER, High School Principal
BRIAN NAASZ, Middle School Principal
STACY HALVERSON, Elementary Principal
JUDY AUDISS, Special Education Director
LAURA ROOT, Business Manager

**Winner High School/Winner Middle School
Infinite Campus Flags: Multiple Incident Students**

Effective with the 2008-2009 school year, WHS and WMS principals will begin to "flag" students in Infinite Campus who have multiple discipline incidents (i.e.: three or more incidents). The principals will be flagging these students manually on their third incident. In order to do this, we have had to change the "look" of all of the flags we have been using in the Infinite Campus system.

In the past, we have used the red flag for multiple uses; including, medical alerts and family alerts. Going forward, we will have different medical alert and family alert icons. The only time you will see the red flag icon in the future (to the right of a student's name) will be for those students with three or more discipline incidents.

Below are the icons that will be utilized:

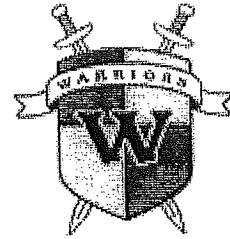


If you have any questions, please call Lynnelle Anderson at (605) 842-8104.

Thank you.

John F. Kelly
Ch. M. A. 8/12/08

**WINNER SCHOOL DISTRICT 59-2
OFFICIAL SCHOOL BOARD POLICY**



Ombudsperson Job Description

Education Requirements:

Minimum of a High School Diploma or GED

District Preference: Minimum of 48 Undergraduate Credits

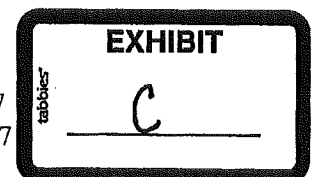
Reports To: Building Principals, Superintendent

Supervisor: Superintendent

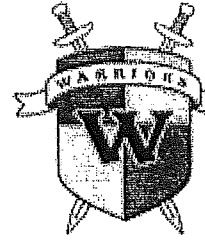
The ombudsperson shall be a full time employee of the Winner School District.

The person in this position will:

- Serve as a liaison between the Native American students/ families and the schools. The person will serve as a voice for Native American students in respect to disciplinary issues
- Serve on both the Middle School and High School Principal's Advisory Committees
- Attend disciplinary interviews of Native American students
- Prepare a written report for each Native American disciplinary incident. The report shall include student name, race, gender, and grade of the student; the date, time, location, description of incident, and record the view/opinion of the parent and student regarding the incident
- If a referral is made to the School Resource Officer or other law enforcement, the ombudsperson shall record whether the District's procedural steps were followed
- Submit a copy of all reports to the building principal
- Submit a copy of all discipline reports to the District at the end of each month
- Report on activities twice annually, both in writing and in person, to the Winner School District Board of Education and to the RSTED
- Meet with families to encourage and assist adult family members or guardians with discipline concerns regarding their children
- Attend all required trainings provided by the Winner School District and assist in implementation of trainings related to this post
- Work in cooperation with the building principals to act as advisor, organize, recruit, monitor, and provide in-school and after school events that focus on Native American history, culture, and language – such as drum groups, Lakota Club, or dance classes
- Assist administration in organizing at least one activity per year to bring families together for a social event
- Sit in on TAT (Teacher Assistant Team) meetings and assist in designing behavior plans if needed. Work with parents to help develop partnerships in implementing that plan to help students reach success
- Keep logs of all contacts and copies of all documents relating to this position in the District's file



**WINNER SCHOOL DISTRICT 59-2
OFFICIAL SCHOOL BOARD POLICY**



You will be provided an office at the Winner High School, use of a school computer and software programs for job-related purposes

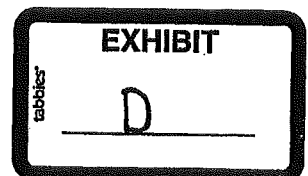
Send notification to all Native American families explaining the position and inviting them to work in cooperation to reach goals and enhance the learning environment

Use any extra time when not working on discipline concerns or Lakota Cultural and School Enrichment Activities to tutor, provide learning assistance, and/or identify resources for Native American students and parents/guardians to enhance students' educational experience

Submit to a criminal background check pursuant to SDCL 13-10-12 and Board Policy 2.14, and meet referenced qualifications

Submit to Health Screening and provide screening results to the Business Office of the Winner School District

Comply with all other Winner School Board policies and enforce all state laws applicable to District staff



Certification # _____
 Expiration Date _____

TEACHER'S CONTRACT
 Winner School District 59-2

This contract and agreement offered this 13th day of May, 2008, shall become a binding contract when signed by the teacher and authorized officials of the school district. This contract is entered into by and between the Winner School District 59-2 and DEANNE FELIX

That said teacher agrees to teach in the Winner School District for a term commencing on approximately August 18th, 2008 and terminating on approximately May 27th, 2009, and subject to the school calendar negotiated by the District with the formal Bargaining Representative, the Winner Education Association. Such services are to be rendered in the school(s) as specified below:

PAYMENT BASIS:

ASSIGNMENT:

Experience _____ 0
 Credits _____ 0
 Base Salary(C01) _____ \$

School _____ 0

That the said teacher hereby agrees to perform the duties as assigned according to the terms and conditions of this contract and according to the rules of the state board of education, the statutes of the State of South Dakota, the rules, regulations, and policies adopted by the school board, and the bargaining agreement between the district and the bargaining representative, the Winner Education Association

If no mutual consent as to termination exists and if the teacher initiates the termination of this contract prior to its termal date, the school district may withhold from any monies due the teacher or collect from the teacher the sum of one hundred dollars as liquidated damages if such termination occurs after June 1st, two hundred fifty dollars after July 1st, and four hundred dollars after August 1st. It is further agreed that the assessment of liquidated damages shall preclude the school district's utilization of the provisions of SDCL 13-42-9 on revocation of certificate.

It is further agreed that the following provisions will apply:
 Single Health Insurance Premium will be paid as per negotiated agreement

Please Select One:

☒ I agree to participation in the sick leave bank by authorizing the deduction of one day from my accumulated sick leave.
☐ I do not wish to participate in the sick leave bank.

In consideration of the services performed by the teacher, the school district hereby agrees to pay the gross sum of \$ 3,801.00 for such services as herein set forth on a monthly basis as provided in the school district policy. This contract must be signed by the teacher and returned to the office of the school superintendent on or before the May 15th, 2008

Date returned 7-1-08

Business Manager Anna Root

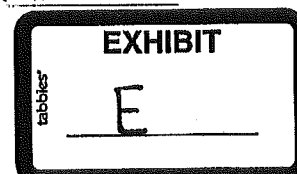
Teacher Deanne Felix

President of the Board Rocky O'Blane

Date 8/27/2008

Date 8/27/08

Date 8/27/2008



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Dear Parents/Guardians:

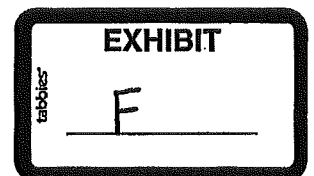
Empowering students to succeed in a changing society is a shared responsibility between district educational staff and parents/guardians. With this in mind, the Winner School District looks forward each year to providing meaningful and frequent opportunities to meet with parents/guardians building strong relationships promoting academic achievement and the social, emotional and physical well being of all students. Working together in a spirit of cooperation and shared responsibility will help us reach our goal of strengthening the educational process for our students.

This handbook serves as a road map for success guiding parents toward paths that improve parent involvement at our schools. It is a "living" document as the information presented in it will change frequently just as the needs of our families and their children may change. Our commitment to you is based on providing exceptional service to you each and every day. The Winner School District Parent Involvement Guidebook offers a wealth of information discussing the programs, events and resources available to families that encourage stronger and more meaningful parent/guardian participation. If you have any suggestions or comments that will continue to enhance parent involvement in our school district, please feel free to contact, Mike Hanson, Winner School District superintendent, or any staff member.

Thank you for promoting student success with your ongoing participation in school activities and events! We look forward to serving you and your children each day!

Sincerely

Charles M. (Mike) Hanson II
Winner School District Superintendent



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DISTRICT LEVEL PARENT INVOLVEMENT OPPORTUNITIES

Each school building in our district has its own set of unique parent involvement opportunities explained later in this guidebook. We also look forward to promoting district wide activities for you to take part in during the school year.

- School Board Meetings: We encourage you to attend all district board meetings held the second Monday of each month at 7pm. Meetings take place in the Winner Middle School library unless otherwise noted.
 - Each July, the Winner School District Board of Education holds an annual budget hearing. We encourage patronage at the meetings which are open to the public. It offers the public a chance to learn more about district finances. A review of the consolidated application is held. This application represents a significant portion of the Winner School District budget.
- Winner School District Family Fun Night is scheduled for Monday, March 23rd. This event includes a meal, fun and games, as well as offering an opportunity to meet new people in our community of learners!
- The Winner Annual Wacipi is held in April. This Pow-Wow offers everyone a wonderful opportunity to take part in traditional Lakota dance and other activities. The event is held at the Winner Armory. Dates for this event will be announced later this year.
- Winner School District is proud to offer transportation for families living in Winner Housing and Ideal communities to the following events:
 - Parent Teacher Conferences (All grade levels)
 - 5th Grade Orientation and new student orientation
 - Middle School Orientation for 5th grade and new students
 - Back to School Family Fun Nights at middle school
 - High School Freshman Orientation
 - Focus on the Future Nights at the high school
 - Tablet PC Distribution Orientation at the high school
 - Parent topic workshops sponsored by the school district during the year

Please contact the middle school office at 842-8150 or the high school office at 842-8125 to arrange transportation to any of these events

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**WINNER SCHOOL DISTRICT
PARENT INVOLVEMENT IN TITLE I**

To ensure that parents of Title I students have the opportunity to share and receive communication regarding their child and the program, and be actively involved in enhancing and supporting learning, the Winner School District will conduct the following activities:

The school district will hold an annual public meeting, in the fall of the year, to which all parents of eligible students will be invited, to explain the program and activities, and to receive parent suggestions in the planning, development, and operation of the program. Each Title I school will hold at least one additional meeting each year with parents to provide in-service on curriculum and learning activities. Principals of each building will be responsible for scheduling the meeting and notifying parents of eligible students of the meeting.

Child progress reports will be prepared and shared with parents of Title I students at the end of each grading period. In addition, parent/teacher conferences will be held once per year in conjunction with the district parent/teacher conference.

At the beginning of each school year, parents of Title I students will be notified of their child's participation, and will be provided a copy of this Parent Involvement Policy. Annually, in the spring of the year, parents of Title I students will be asked to complete a questionnaire on parental involvement and the planning, review, and improvement of programs under Title I.

At the time a student is enrolled in Title I, a school/student/parent compact will be signed to indicate the commitment of each party to the learning process.

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LAURA ROOT, Business Manager

Winner Elementary School
Title I Parent Involvement Plan

It is the policy of the Winner Elementary Title I program to:

- Notify each child's parents/guardians in a timely manner that the child has been selected to participate in Title I and why the child has been selected.
- Notify each child's parents/guardians in a timely manner if the child "graduates" from the program during the school year and inform them of the criteria that decision was based on.
- Establish conferences between individual parents/ guardians and Title I teachers/tutors two times during the school year – once each semester.
- Hold an annual meeting in the fall, which Title I parent representatives will be invited. The purpose of this meeting will be to discuss with parents the programs and activities carryout with Title I funds, inform parents of their right to consult in design and implementation of Title I projects, solicit parents input, and provide parents an opportunity to establish and maintain ongoing communication among parents, teachers, and agency offices.
- Provide timely responses to any parents' appropriate recommendations which are brought up at this annual meeting or at any other time during the year.

Parents are invited to visit classrooms once per month during the school year. Include articles in the school's elementary monthly newsletter and the local newspaper (when appropriate) to inform all parents in the district of significant concerns, changes, or information pertinent to the Title I program.

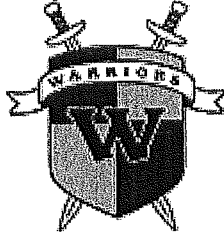
Parents of students in Grades K-4 are invited to join their child/children for a meal once annually.

Parents of students in Grades K-4 are invited to a parent/student grade level fun night once annually.

Parents are invited to share ideas and provide input through a parent survey administered once each year. Although the survey is administered each year, our staff welcomes your

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comments, ideas, and suggestions any time. Please feel free to contact Mrs. Audiss, the Winner Elementary principal, or any other Winner Elementary staff person!

**Winner Middle School
Parent Involvement Opportunities**

Parents and guardians of students enrolled at Winner Middle School can feel confident knowing the faculty and administration work diligently to make these transition years from the elementary to the high school level a positive experience. Offering many opportunities for communication and strong partnerships with parents and guardians serves as the cornerstone of the middle school parent involvement plan.

- 5th Grade Orientation: Incoming 5th grade students and their parents/guardians meet before school starts with 5th grade teachers and administration to assist with the transition from 4th grade.
- Middle School Back to School Night: Held the first week of the new school year parents/guardians and students walk through their child's schedule meeting the teachers, administration and support staff. Don't be late for class!
- Freshman Orientation: 8th grade students and their parents/guardians are invited to the high school in April for an evening of presentations and visiting with faculty and administration. Student council representatives plan and lead orientation activities.
- Frequent communication between teachers and parents is important. The middle school team concept promotes meaningful communication opportunities throughout the year for parents/guardians to visit with their child's teachers. Feel free to call anytime you wish to speak with all or just one of your child's team of teachers.
- Infinite Campus, the school district student management program, offers parents/guardians with internet access 24/7 access to student grades and attendance. Please contact log onto <http://winner.k12.sd.us/default.htm> or contact Ross Peterson at the district technology help desk (842-8134) if you have any questions.

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Winner High School
Parent Involvement Opportunities

The staff and administration of Winner High School work daily to keep parents and guardians well aware of student performance in the areas of academics, behavior, and social development. Parent/Guardian involvement is an essential tool as we team together to improve the physical, emotional, and academic well being of all our students in attendance at Winner High School. The following are activities conducted throughout the year that help keep parents/guardians informed about the progress of their student.

- Infinite Campus Parent Portal Website: This online tool can be accessed by parents to check grades, attendance and view any announcements published by the school. Parent/Guardian use of this online student management system has increased over the years. Staff regularly update their grades so meaningful information may be obtained by parents. Please contact log onto <http://winner.k12.sd.us/default.htm> or contact Ross Peterson at the district technology help desk (842-8134) if you have any questions.
- Winner School District Website: The district maintains a website where parents/guardians may access information about each attendance center. The Winner High School website allows viewers to read our handbook, curriculum guide, club/extra curricular schedule, teacher websites, and counselor's corner.
- Freshman Orientation: Freshman orientation for incoming students is held in the spring. Parents/guardians are invited to attend an information evening that includes a tour of the high school and opportunities to visit with the administration, counselor and instructional staff.
- Focus on the Future: Focus on the Future meetings are held in the winter months. At these meetings parents/guardians and students learn more about course registration for the upcoming academic year. An overview of the curriculum guide and registration forms is conducted and one on one advice regarding course selection is offered to those who request it.

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- **Newsletter:** Each year the Winner High School newsletter mailed to parents is updated. It reflects current enrollment, staff to student ratio, graduation data, testing data, and other items of interest that gives parents/guardians a snapshot of what WHS offers students and their families. This newsletter is produced in compliance with No Child Left Behind.
- **Attendance Meetings:** The most important aspect of improving achievement at school is regular classroom attendance. Scheduled attendance meetings are held for students who have missed 8 or more days of school. Parents/guardians and their student are invited to meet with the principal and discuss any barriers that may be affecting attendance at school. We also discuss grades and behaviors if there are any issues. Positive supports to increase student success are also discussed at this meeting. These meetings can also be held over the phone. Both options help establish a strong communication piece between home and school and help build a support structure that may improve patterns of regular attendance.
- **Scheduled Parent Teacher Conferences:** Staff are required to attend 4 total days of parent teacher conferences scheduled by the central office. These days offer exceptional opportunities to visit with parent/guardians and address any needs of the student.
- **Mid-Term Progress Reports:** Academic progress reports are sent home every 4.5 weeks to parents/guardians. These reports are used by staff to communicate student progress in a manner that allows for further parent/guardian visits before the quarter ends. If you prefer, these reports may also be emailed to you. Please visit with the high school secretary to talk about this option.
- **Tablet PC Orientation Meeting:** Parents/guardians are required to fill out the necessary paperwork so WHS can issue their student a pc. We also use this opportunity to discuss other happenings at school and take any questions you might have about daily activity at Winner High School.

Revised September 5, 2008

Winner School District**Accountability Plan: Benchmark Items**

- WSD will implement strategies and activities outlined in the Consent Decree in collaboration with the Winner and Ideal Community and RSTED staff
- Growth will be measured over a 4 year period for each indicator outlined unless noted for year to year progress
- Year to year progress will also be monitored by ACET (deviations from the fourth year indicator will be documented; ACET will convene a meeting with the co-construction team to review progress and determine whether adjustments need to be made with selected indicators and activities)
- Where goals have already been met, WSD will continue to meet stated goals and will work to increase goals continuously

Acronyms

AI=American Indian
NAI=Non-American Indian
HS=High School
MS=Middle School

ISS=in-school suspension

OSS=Out of school suspension

PR=Police referral (by incident count only)

Transfers=In-state and out-state combined

Benchmarks (Consent Decree, par. 62)		Area of focus		Baseline Data		Indicator
1. <i>Improvement in Native American graduation rates</i>		State definition for graduation: by cohort for Class of 2006, 2007, and 2008 (start date and status, end date and status); comparison of AI and NAI students		Class of 2007 = 69% for AI students Class of 2006 = 73% for AI students		<ul style="list-style-type: none"> • At least 80% of AI students will graduate from WSD (calculation for graduation rate will be determined by South Dakota Department of Education)
2. <i>Reduction in racial disparities in suspensions and police referrals</i>		Comparison of AI and NAI students by suspension (in-school, out-of-school, expulsions) and police referrals (event type, event date, and resolution)		Percent of AI HS with ISS, OSS, PR: 07/08 = 29% ISS, 10% OSS, 5 PR 06/07 = 31% ISS, 12% OSS, 8 PR 05/06 = 19% ISS, 4% OSS, 0 PR Percent of AI MS with ISS, OSS, PR: 07/08 = 50% ISS, 19% OSS, 1 PR 06/07 = 21% ISS, 10% OSS, 10 PR 05/06 = 19% ISS, 15% OSS, 3 PR		<ul style="list-style-type: none"> • Reduce the percent of AI students with ISS, OSS, by 50% as compared to the 2007-2008 school year. • Reduce the number of incidents of PR of AI students by 50% as compared to the 2007-2008 school year.
3. <i>Reduction in overall number of suspensions and referrals</i>		Number and proportion of suspensions and referrals		07/08 = 6 AI HS students, 6 AI MS students 06/07 = 5 AI HS students 05/06 = 1 AI HS student		<ul style="list-style-type: none"> • Reduce the number of disciplinary incidents per AI student for students with multiple incidents (defined as 3 or more) by at least 25% compared to the 2007-2008 school year.
4. <i>Reduction in Native American transfer and dropout rates</i>		By cohort for Class of 2006, 2007, and 2008 (end status: in-state, out of state transfers, drop out, etc.); comparison of AI and NAI students		AI HS drop out and transfers Class of 2009 = 11 dropped, 8 transferred Class of 2010 = 4 dropped, 3 transferred Class of 2011 = 2 dropped, 3 transferred		<ul style="list-style-type: none"> • The number of AI HS students who drop out due to racial tension or unsatisfactory school climate will not exceed 5 for the first two years and 4 for the second two years • The number of AI HS and MS students combined who transfer due

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EXHIBIT**G**

Prepared for the Co-Construction Team
Prepared by ACET, Inc.

Revised September 5, 2008

Benchmarks (Consent Decree, par. 62)	Area of focus	Baseline Data	Indicator
5. <i>Improvement of Native American academic achievement</i>	Percent of AI and non-AI MS students by proficiency levels on the Dakota Step reading and math; comparison of academic performance and growth on STAR reading and math for AI students and non-AI HS students; number of credits earned for AI HS students	<p>AI MS drop out and transfers</p> <p>Class of 2009 – 0 dropped, 4 transferred</p> <p>Class of 2010 – 0 dropped, 6 transferred</p> <p>Class of 2011 – 0 dropped, 1 transferred</p> <p>Dakota STEP Reading for AI</p> <p>07/08 – Not yet available</p> <p>06/07 – 78% (5th), 39% (6-8th)</p> <p>05/06 – NA (5th), 77% (6-8th)</p> <p>Dakota STEP Math for AI</p> <p>07/08 – Not yet available</p> <p>06/07 – 56% (5th), 71% (6-8th)</p> <p>05/06 – NA (5th), 51% (6-8th)</p> <p>STAR HS Reading for AI</p> <p>07/08 – (fall) 44.7 (spring) 39.7</p> <p>06/07 – (fall) 39.3 (spring) 39</p> <p>05/06 – (fall) 41 (spring) 38.6</p> <p>STAR HS Math for AI</p> <p>07/08 (fall) 42.1 (spring) 45.7</p> <p>06/07 (fall) 45.7 (spring) 45.7</p> <p>05/06 (fall) 40.8 (spring) 42.1</p> <p>06/07 – 95.16% MS AI attendance rate</p> <p>05/06 – 97.35% MS AI attendance rate</p> <p>HS unexcused absences</p> <p>07/08 – 8.1 days</p> <p>06/07 – 9.2 days</p> <p>05/06 – 7.5 days</p> <p>HS tardiness</p> <p>07/08 – 40.3 classes</p> <p>06/07 – 41.9 classes</p> <p>05/06 – 42 classes</p> <p>MS unexcused absences</p> <p>07/08 – 2.8 days</p> <p>06/07 – 1.9 days</p> <p>05/06 – 2.9 days</p> <p>MS tardiness</p> <p>07/08 – 27.6 classes</p>	<p>to racial tension or unsatisfactory school climate will not exceed 9 in Year 1, 8 in Year 2, 7 in Year 3, and 6 in Year 4</p> <ul style="list-style-type: none"> WSD will track reasons for drop out and transfer and will develop a plan to address them AI MS students will meet or exceed South Dakota Department of Education goals for testing at or above Proficient on the Dakota STEP in reading and mathematics The average NCE score for AI students will be at least 50 points for students who tested in the fall and in the spring on STAR Reading and Math assessments
6. <i>Reduction in Native American truancy and tardiness</i>	State report on attendance; Average unexcused absences and tardiness; comparison with AI and non-AI students		<ul style="list-style-type: none"> Attendance rate of 94% or the South Dakota state attendance goal for each year for MS AI students Average number of days of unexcused absences for HS AI students will not exceed 5 days in Year 1, 5 days in Year 2, 4 days in Year 3, and 4 days in Year 4 Average number of days of unexcused absences for MS students will not exceed 3 days per year Average number of class tardiness per AI student will not exceed 25 classes per year at the HS and 20 classes per year at the MS

Prepared for the Co-Construction Team
Prepared by ACET, Inc.

Revised September 5, 2008

Benchmarks (Consent Decree, par. 62)	Area of focus	Baseline Data	Indicator
7. <i>Improvement of Native American parental participation in school meetings and events</i>	Events: (a) Parent-teacher conferences (2 times per year); (b) Middle School Orientation for 5th grade and new students; (c) Back to School Family Fun Nights at MS; (d) HS Freshman Orientation; (e) Focus on the Future Nights at the HS; (f) Tablet PC Distribution Orientation; and (g) any parent topic workshops (e.g., not limited to parent rights and responsibilities)	06/07 - 60 classes 05/06 - 9.7 classes HS AI Teacher Conferences 07/08 - (fall) 14.5% (spring) 12.5% 06/07 - (fall) 16% (spring) 7.8% 05/06 - (fall) 13% (spring) 15% HS AI PC Orientation: 07/08 - 12.5% HS AI Focus on Future night 07/08 - 27% MS AI Teacher Conferences: 07/08 - (fall) 25% (spring) 23.3% 06/07 - (fall) 30.9% (spring) 18.3% 05/06 - (fall) 29.4% (spring) 17.6% MS Parent Back to School Night 07/08 - 16.4%	<ul style="list-style-type: none"> HS AI parent, guardian, or adult family member participation increase to at least: (a) 66% for Parent/Teacher Conferences; (b) 94% for PC Orientation; (c) 44% for High School Registration; (d) 50% for Freshman Orientation; and (e) 50% for Topic Workshops MS AI parent/guardian participation increase to at least: (a) 66% for Parent/Teacher Conferences; (b) 49% for Parent Back to School Night; (c) 50% for Middle School Orientation; and (d) 50% for Topic Workshop
8. <i>Improvement of Native American participation in extracurricular activities</i>	Attendance in all extracurricular activities	HS participation (at least one activity): 07/08 - 29% 06/07 - 20% 05/06 - 23% MS participation (at least one activity) 07/08 - 63.8% 06/07 - 50%	<ul style="list-style-type: none"> HS AI student participation in extra curricular activities other than the Lakota club (defined as registration submitted at the end of the year/club) increase to at least: 40% in Year 1; 45% in Year 2; 50% in Year 3; and 55% in Year 4 MS AI student participation in extra curricular activities other than the Lakota club (defined as registration submitted by the end of the year/club) increase to at least: 70% in Year 1; 70% in Year 2; 75% in Year 3; and 75% in Year 4 Additionally, 60% of all HS and MS students attend at least 50% of all scheduled meetings and events of the Lakota Club
9. <i>Improvement of school climate for Native American students</i>	Perceptions of (a) fairness of discipline; (b) school responsiveness; and (c) being an important part of the school community	None. Fall 2008 serves as baseline	<ul style="list-style-type: none"> At least 75% (at the end of 2 years) of HS and MS AI students report positive or neutral perceptions of school climate on each of the 12 dimensions: (i.e. if more than 25% of AI students report negative ratings for any of the 12 dimensions WSD will not have met the indicator for school climate.) WSD will implement a parent school climate survey (no indicator has been attached to this goal)
10. <i>Inclusion of Native American culture.</i>	Curriculum materials include Native American (a) culture; (b) history; and (c)	HS classes that include a reference to AI history, culture, and language. Family and	<ul style="list-style-type: none"> All WSD HS and MS subject areas will incorporate at least one unit, assignment or lesson plan addressing AI culture, history and

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Revised September 5, 2008

Benchmarks (Consent Decree, par. 62) <i>history, and language in the curriculum</i>	Area of focus	Baseline Data	Indicator
	language	Computer Science (2 courses), Language Arts (3 courses), Math (1 course), Social Studies (5 courses) MS classes that include a reference to AI history, culture and language: Language Arts (1 course), Social Studies (2 courses)	<p>language with priority on the Lakota Nation (WSD will meet 4 times per year with the Local Indian Education Committee and RSTED to review curriculum components and solicit their input; contents will be mapped on desktops by June 30, 2009)</p> <ul style="list-style-type: none"> With input from RSTED in school year 2008-2009, teacher professional development opportunities will include one presentation about best practices in developing Lakota history, culture, and language lesson plan using local Lakota linguists, artists, historians, and teachers. WSD and RSTED will design, administer, analyze and summarize an evaluation form to capture growth and changes in attitudes, beliefs and perception of aforementioned. WSD will seek input from RSTED per MOU. Evaluation report will be submitted to ACET by June 30, 2009.
11. Accountability for all finances related to Native American students	Allocation and use of funding for the improvement of academic achievement for Native American students (Title I, IV, Impact Aid)	Financial data were not previously disaggregated as stated for this benchmark	<ul style="list-style-type: none"> WSD will, on a monthly basis, provide separate monthly financial statements for the Title I and Title IV programs to Title I and Title IV Parent Committees, RSTED, and ACET or the life of the Consent Decree. WSD will make their Title I, Title IV, and Impact Aid (Title VIII) applications available to the respective Parent Committees, RSTED, and ACET prior to submission for their comment and review throughout the duration of the Consent Decree. WSD will provide a synopsis of both the Title I and Title IV programming to the Winner and Ideal AI communities at the onset of the school years included in the Consent Decree. Pertaining to Title IV, WSD will provide documentation that will be made available to RSTED and ACET throughout the life of the Consent Decree about how they've: <ul style="list-style-type: none"> Assessed and determined the needs of AI students and families in the Winner and Ideal communities Periodically assessed AI students and shared the results with AI parents Involved the AI community and RSTED in the development of programming and activities

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