

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Monday, September 26, 2022

**VANDENBERG ELEMENTARY SCHOOL - Library Conference Room
561 Briggs Street
Box Elder, SD 57719**

5:00 PM

DOUGLAS SCHOOL DISTRICT INVITES YOU TO ATTEND A SCHEDULED ZOOM ROOM MEETING:

Join Zoom Meeting

<https://sdk12.zoom.us/j/93930828558?pwd=WVBYMkd4TkpvTTVERG53S20zdlh1QT09>

Meeting ID: 939 3082 8558

Passcode: 040646

Individuals attending virtually and desiring to speak during open forum should email their request to the Superintendent's Office (Kevin.Case@k12.sd.us or Jackie.McPherson@k12.sd.us), including all identifying information by noon of the day of the board meeting.

1. Call Meeting To Order:
2. Pledge of Allegiance and Moment of Silence In Honor Of Fallen Soldiers And Active Duty Persons:
3. Recognition: Douglas School Board received ASBSD Silver Level Board Award
4. Public Forum:
5. Approval of Agenda:
6. Consent Agenda Items:
 - A. Approval of Regular Meeting Minutes for September 12, 2022.
 - B. Approve Personnel Action
 - C. Approve Financial Reports
 - D. Approve the Purchases and Issuing of Accounts Payable.
 - E. Approve Conflict Disclosures and Waiver Authorizations Pursuant to SDCL 3-23-3
7. Items Removed From Consent Agenda

8. Elementary and Secondary Curriculum and Instruction Items:
 - A. Update to Douglas School District Comprehensive Plan
 - B. Business Associate Agreement Provisions between Douglas School District and Great Plains Tribal Leaders Health Board
9. Superintendent Items:
 - A. District Demographics Update by RSP & Associates.
 - B. Strategic Direction Update.
 - C. BOE Self Evaluation Google Form Process.
 - D. Approve Student Assignment Requests as recommended to attend Douglas School District for the 2022-23 school year.
10. Fiscal Resources Items:
11. Operational Support Services Items:
 - A. Approve SECOND Reading of NEW Board Policy Exhibit IIBGA-E(2) - Financial Assistance Waiver.
 - B. Approve SECOND Reading of Reviewed School Board Policies as follows:
 - Board Policy BCD - School Board and Superintendent Relationship
 - Board Policy BCE - Board Committees
 - Board Policy BCF - Advisory Committees to the Board
 - Board Policy BCG - School Attorney
 - Board Policy BDB - School Board Study Sessions and Work Retreats
 - Board Policy BDDA - Notification of School Board Meetings
 - Board Policy BDDD - Quorum
 - Board Policy BDDE - Parliamentary Procedure
 - Board Policy Exhibit BDDE-E(1) - Parliamentary Procedure Guide
 - Board Policy Exhibit BDDE-E(2) - Parliamentary Procedure Motions Chart
 - Board Policy BDDF - Voting Method
 - Board Policy BDDH-E(1)-Douglas School Board Request to Comment Sign In
 - Board Policy BFA - Policy Development System
 - Board Policy BFE - Administration in Policy Absence
 - Board Policy BK - Evaluation of School Board Operational Procedures
 - Board Policy Exhibit BK-E - Annual Self-Appraisal of the School Board
 - C.
12. Reports:
 - A. Superintendent:

1. NAFIS Report.
2. OLDCC Grant Update.
3. WDTC Joint Meeting.

B. Committee Reports From Board Members and Comments from Associate Board Members

13. Upcoming Calendar Events:

- September 28 ASBSD Regional Meeting @ VES
- October 4 & 6 Parent-Teacher Conferences
- October 7 No School - Conference Comp
- October 10 Holiday - Native American Day
- October 11 BOE Meeting
- October 12 or November 9 Tentative WDTC Board Meeting @ 11:30 am

14. Executive Session for personnel according to SDCL 1-25-2.1.

15. Action As A Result of Executive Session

16. Adjournment

Executive
Committee

President
Lisa Snedeker

First Vice President
Louann Krogman

Second Vice President
Garret Bischoff

Past President
Eric Stroeder

ASBSD Executive Director
Dr. Wade Pogany

Directors

Central Region
Pamela Haukaas
Colome Consolidated

Louann Krogman
White River

Steve Kubik
Winner

Eric Stroeder
Mobridge-Pollock

Northeast Region
Duane Alm
Aberdeen

Garret Bischoff
Huron

Jamie Lindner
Waverly-South Shore

Shane Roth
DeSmet

Southeast Region
Rob Honomichl
Madison Central

Marc Murren
Sioux Falls

Ellie Saxer
Brandon Valley

Julie Schwader
Howard

Lisa Snedeker
Woonsocket

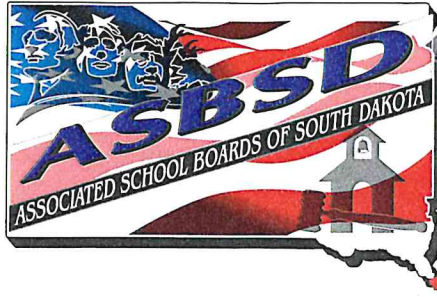
Western Region
Tanya Gray
Douglas

Susan Humiston
Edgemont

Anita Peterson
Haakon
Rapid City

Angela Ross
Hill City

August 19, 2022



Tanya Gray, President
Douglas School District
677 Flight Line Ct
Box Elder, SD 57719

Dear Tanya:

Congratulations to your district's school board for earning an ALL Award, which is ASBSD's School Board Recognition Program designed to recognize school boards for their dedicated service to the students of South Dakota, for the 2021-22 school year.

This is one way we look to recognize the time, effort, commitment and leadership put forth by your board members. Thank you for all you and your board did throughout the 2021-22 school year and in the years to come.

Enclosed with this letter you will find your board's ALL plaque, which you've earned for your dedicated participation in activities, board development and training and demonstrated leadership at various areas and levels throughout the 2021-22 school year.

We would appreciate it if you would present the ALL award to your school board at your next school board meeting and, if possible, please forward a picture of the school board with their award to Tyler Pickner at tpickner@asbsd.org.

For more information about the ALL program and ways your board can collect ALL points during the current school year go to: <https://asbsd.org/index.php/services/board-training/board-recognition-program-all/>.

Again, congratulations to your school board for utilizing the previous school year to broaden their knowledge of school board work, which will undoubtedly benefit the students, staff and community, and thank you for all your do for public education in South Dakota.

Sincerely,

A handwritten signature in black ink that reads 'Wade Pogany'.

Wade Pogany, Ed. D
Executive Director

WP:kmb
Enclosure

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH
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Public Participation at Board Meetings

The School Board recognizes and respects the input which may be provided by the public on school district matters. The Board also recognizes and respects the distinction between a school board meeting that is open to the public and a public hearing held by the school board.

- At a school board meeting which is open to the public, members of the public may be present, observe and listen to the school board conduct its business and may speak during the school board meeting consistent with this policy.
- At a public hearing held by the school board, there is usually one topic to be presented by the District and discussed. The public is given the opportunity to speak and be heard on the topic which is the reason for the public hearing. This type of meeting allows for public participation under the rules designed specifically for that meeting and is not subject to this policy.

This Policy applies only to regularly scheduled school board meetings held in open session. Matters addressed in executive session pursuant to SDCL 1-25-2 are not open to the public.

Personnel matters or complaints that directly or indirectly identify an employee shall not be discussed. Complaints against school employees or students, and complaints related to sexual harassment or bullying, must be addressed according to specific school district policies before being addressed by the School Board.

When a complaint against a school employee or a student is brought to the Board during the public forum, the Board President will direct the person bringing the complaint to the applicable complaint procedure. The complaint procedures are designed to ensure the proper balance in protecting the rights of the person(s) bringing the complaint and the rights of the person against whom the complaint is made. The Board will address the complaint only if the matter has been appealed to the Board pursuant to the applicable complaint policy

Persons making references about a specific school employee or employees, or a specific student or students during the public forum should be mindful that based upon what the person says during the public forum the employee(s) or student(s) about whom the comments are made may have legal recourse against the person voicing the complaint.

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative, or threatening, shall not make comments which

are disrespectful to one or more persons, and shall not use profanity.

The time designated for Public Forum on the agenda shall be immediately before the adoption of the meeting agenda by the school board.

In order to assure that the Board may conduct its meetings in a respectful and efficient manner, the procedure for public participation at regularly scheduled monthly school board meetings is as follows:

1. Agenda and Non Agenda Items:

- a. Before the meeting is called to order, an individual who desires to speak at a school board meeting must in writing inform the Superintendent, the Business Manager or the Board President of the person's desire to speak and the topic upon which the person intends to speak. The requesting party must sign a form (prepared by the school district) with their name, address, email and topic to be addressed. Individuals attending virtually and desiring to speak during public forum, should email their request to the superintendent's office, including all identifying information, by noon the day of the meeting.
- b. During the time designated for Public Forum, the Board President will recognize the person who signed up to speak and the person may speak on the topic according to the rules set forth in this policy
- c. A speaker shall be granted 5 minutes to present comments to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by a majority of school board members present and voting, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- d. Should a number of persons wish to address the school board on the same agenda item, or should the comments become repetitious, the School Board President, in the President's sole discretion, may shorten the time for comments to two minutes per person in order that persons wishing to address the school board may be heard and still allow the school board sufficient time to conduct its agenda business.

2. Adding an Item to the School Board Meeting Agenda in Order to Request Specific School Board Action:

- a. Any person or delegation (with one person being the spokesperson for the delegation) making a specific request to the school board which would require formal action by the school board must present a written request to the Superintendent for the item to be placed on the school board meeting proposed agenda. The written request must be submitted to the Superintendent at least five calendar days before the school board meeting.
- b. The specific request to add an item to the agenda shall clearly identify what is being requested and why, signed by the person making the request, and include the person's name, address, email and telephone number.
- c. The Superintendent will forward the request to the School Board President and the Board President will decide whether the item will be placed on the proposed agenda. Whether any item is to be addressed at the school board meeting is determined by a majority of school

board members at the beginning of the school board meeting when the school board adopts the proposed agenda as printed or adopted after being modified.

- d. If the item on the meeting agenda is adopted by the school board, the person or spokesperson for the delegation who has submitted the request for specific school board action will be granted 10 minutes to explain the request to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by the majority of school board members present, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- e. In the sole discretion of the school board, requests to the school board for specific action submitted after the proposed agenda has been posted may be:
 - deferred until the next regular meeting or a special school board meeting, or
 - added to the meeting agenda for discussion purposes only, or
 - added to the agenda for discussion and possible action.

3. Authority of Presiding Officer:

The Board vests in its presiding officer the authority to terminate the right of any person to speak at the end of the time granted pursuant to provision 1.d, provision 1.e, or provision 2.d. as set forth in this policy. The presiding officer may also terminate the right of a person to speak at a school board meeting should the person cause public inconvenience, annoyance, or alarm to the school board or any person, engage in threatening behavior, make unreasonable noise, disturb or be disruptive of an official school board meeting, or when comments are disrespectful to one or more persons, boisterous, argumentative, threatening, or contain profanity.

If deemed necessary by the presiding officer, the presiding officer may contact local law enforcement to have a person removed from the school board meeting as it is a violation of law for a person to intentionally cause or create a risk of serious public inconvenience, annoyance, alarm or disturbance at a school board meeting.

REFERENCES

State Reference:

SDCL 1-25-1	Official meetings open to the public
SDCL 1-25-2	Executive or closed meetings
SDCL 13-32-6	Disturbance of school as a misdemeanor
SDCL 13-8-39	Management of schools by board
SDCL 22-18-35(3)	Disturbing any lawful assembly or meeting

Policy Cross Reference:

BD	School Board Meetings
Bddb	Board Meeting Agendas and Format
BDDC	Agenda Preparation and Dissemination

Adoption History

Approved	9/8/1977		
First Reading of Revision	10/10/1985		
Approved - Revision	11/14/1985		
First Reading	11/17/2014		
Approved	12/8/2014		
First Reading-Rewrite	2/13/2017		
Approved	2/27/2017		
First Reading-Revision	2/28/2022		
Approved	3/14/2022		

**DOUGLAS SCHOOL BOARD
REQUEST TO COMMENT
SPEAKER SIGN IN**

DATE _____

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative or threatening, shall not make comments which are disrespectful to one or more persons, and shall not use profanity.

Please print legibly.

	Name & Address	Email & Phone #	Topic / Item #
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SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH-E(2)
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Introduction to Public Forum

If the Board/Board President wishes to have the Board President make an introductory statement at the beginning of the Public Forum, the following may serve as a starting point which could be modified at the discretion of the Board/Board President and which is consistent with local Board policy.

This is the time for the Public Forum.

Each individual wishing to address the Board is asked to sign the form on the table in the back of the room with their name, address, email and topic to be addressed being legible. Persons having signed in will be recognized and have an opportunity to speak.

Speakers will have five (5) minutes to present comments to the school board. An extension of time may be granted pursuant to Board policy. Should more than one person wish to address the school board on the same agenda item, or should the comments become repetitious, speaker time may be shortened.

The District has policies related to complaints involving bullying, sexual harassment, school employees or students. Those policies include procedures designed to balance the rights of the person(s) bringing the complaint and the rights of the person against whom the complaint is made. If a complaint about bullying, sexual harassment, school employees or students is brought to the Board during the public forum, the person will be informed as to the applicable complaint procedure.

* Individuals attending virtually and desiring to speak during public forum, instructions are given on the meeting agenda when it is posted to email their request to the superintendent’s office, including all identifying information, by noon the day of the board meeting.

Notes: All Board members should be aware that SDCL 22-18-35(3) says any person who intentionally causes serious public inconvenience, annoyance, or alarm to any other person, or creates a risk thereof by disturbing any lawful assembly or meeting of persons without lawful authority is a criminal offense (Class 2 Misdemeanor). This statute could be referenced in extreme situations if a speaker/group fails to respect the decorum expected during a formal governmental meeting

Adopted: 3/14/2022

MINUTES
DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION MEETING

Monday, September 12, 2022

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Monday, September 12, 2022 at 5:00 PM in the library conference room at Vandenberg Elementary School, Box Elder, South Dakota. President Tanya Gray presided. Those present were:

Tonya Amaral: Present, Tanya Gray: Present, Amy McGovern: Present, Cathy Melendez: Present, Chris Misselt: Present.

All actions in these Minutes were by unanimous vote unless otherwise stated.

President Gray called the meeting to order at 5:00 p.m.

There was nothing for public forum.

Motion to approve the agenda. This motion, made by Amy McGovern and seconded by Tonya Amaral, Carried.

Motion to approve the consent agenda Item #6, Sections A, and C-F. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Approved Regular Board Meeting Minutes for August 8, 2022; Special Meeting Minutes for August 15, 2022; and Regular Meeting Minutes for August 22, 2022.

Approved Accounts Payable Report for September 15, 2022 and Payroll Report for August 2022.

Approved Out-of-State and/or Overnight High School Activity Trip Requests.

Approved Cooperative Agreement between Youth and Family Services and Douglas School District for the 2022-23 School Year.

There were no conflicts disclosed as defined in SDCL 3-23.

Motion to separate Item 6B Personnel Action into two (2) subsections, approving subsection 1. This motion, made by Amy McGovern and seconded by Cathy Melendez, Carried. Abstaining with conflict: Tanya Gray

Motion to approve Item 6B, Personnel Action, subsection 2, Waiver of \$3000 Liquidated Damages as per terms of contract. This motion, made by Cathy Melendez and seconded by Amy McGovern, Carried. Voting Nay: Tonya Amaral, Chris Misselt

Elementary and Secondary Curriculum and Instruction Items:

Motion to approve SY 22-23 Middle School and High School Staff and Student Handbooks. This motion, made by Amy McGovern and seconded by Cathy Melendez, Carried.

Superintendent Items:

Motion to approve Student Assignment Requests as recommended to attend Douglas School District for the 2022-23 school year. This motion, made by Chris Misselt and seconded by Cathy Melendez, Carried.

Motion to approve the Speech-Language Pathologist Staff Handbook for 2022-23 school year. This motion, made by Cathy Melendez and seconded by Amy McGovern, Carried.

Superintendent Kevin Case explained the transition to Phase 2 of the Strategic Direction process. Ellie Martinez, Adaptive Schools Trainer, helped facilitate Phase I of the process. He has been working with Brian Riggs of Riggs Enterprises to prepare for Phase II. The first, all-day, in-person meeting with the Strategy Team will be held on Monday, September 26 from 8:30 to 3:30 pm. We gathered input from all district stakeholders at the beginning of the year Values and Beliefs meetings that were held August 15-18 (Phase I). Approximately 37 district stakeholders have been invited to be involved in Phase II of the process--a cross-section of staff, parents and the community. The second in-person meeting will be held on October 26.

As an informational item, Superintendent Kevin Case reviewed School Board Policy BK - Evaluation of School Board Operational Procedures. Per policy, the school board is to perform a self-evaluation once a year. The results of the evaluation will be used to develop goals and objectives. From this process, we will then revise the current instrument to include input from other groups. By the next meeting, a Google form will be created for individual board member responses to be completed prior to the first meeting in October.

Fiscal Resource Items:

Motion to approve FY 23 Budget as presented. BE IT RESOLVED the Douglas School District 51-1 Board of Education, after duly considering the proposed budget and its changes thereto, to be published in accordance with SDCL 13-11-2, hereby approves and adopts its proposed budget and changes thereto, to be its annual budget for fiscal year July 1, 2022 through June 30, 2023. The adopted annual budget totals are as follows: General Fund \$24,000,000; Capital Outlay Fund \$1,167,800; Special Education Fund \$4,760,000; Impact Aid Fund \$5,324,850; and Food Service Fund \$1,478,000. This motion, made by Cathy Melendez and seconded by Amy McGovern, Carried.

Motion to approve Tax Levies for Fiscal Year 2023 as presented. Tax Levies Certified to the County Auditor General Fund: AG \$1.362/\$1,000; OO \$3.048/\$1,000; Other \$6.308/\$1,000; Special Education Fund \$1.599/\$1,000; Capital Outlay Fund \$4,250,000.00. This motion, made by Amy McGovern and seconded by Cathy Melendez, Carried.

Operational Support Services Items:

Motion to approve first and second reading of revised/new/reviewed school board policies in Section 11A-D. This motion, made by Chris Misselt and seconded by Cathy Melendez, Carried.
Voting Nay: Tonya Amaral

Approve Second Reading of reviewed/revised school board policies:

- Board Policy GCLA - Attendance at Professional Meetings and Conferences
- Board Policy Regulation GCLA-R - Travel Allowance
- Board Policy IIBGA - District Assigned Computers
- Board Policy Exhibit IIBGA-E(1) - Device Use and Insurance Agreement

Hear First Reading of new/reviewed school board policies:

- Board Policy Exhibit IIBGA-E(2) - Financial Assistant Waiver
- Board Policy BCD - School Board and Superintendent Relationship
- Board Policy BCE - Board Committees
- Board Policy BCF - Advisory committees to the Board
- Board Policy BCG - School Attorney
- Board Policy BDB - School Board Study Sessions and Work Retreats
- Board Policy BDDA - Notification of School Board Meetings
- Board Policy BDDD - Quorum
- Board Policy BDDE - Parliamentary Procedure
- Board Policy Exhibit BDDE-E(1) - Parliamentary Procedure Guide
- Board Policy Exhibit BDDE-E(2) - Parliamentary Procedure Motions Chart
- Board Policy BDDF - Voting Method
- Board Policy Exhibit BDDH-E(1) - Douglas School Board Request to Comment Sign In
- Board Policy BFA - Policy Development System
- Board Policy BFE - Administration in Policy Absence
- Board Policy BK - Evaluation of School Board Operational Procedures
- Board Policy Exhibit BK-E - Annual Self-Appraisal of the School Board

Motion to Approve School Resource Officer Memorandum of Understanding Agreement Between Douglas School District and Pennington County Sheriff's Department. This motion, made by Amy McGovern and seconded by Cathy Melendez, Carried.

Motion to Approve Voluntary Separation Requests for four of the five certified staff members requesting, staying within the 2% of the certified instructional salary budget per the Negotiated Agreement: Connie Mogensen, approved; Melinda Williams, approved; Tina Lee, approved; Gail Sherwood, approved; and Orange Johnson, not approved. The Voluntary Separations are effective at the end of the 2022-23 school year pending completion of the employee's 2022-23 contract. This motion, made by Tonya Amaral and seconded by Chris Misselt, Carried.

Reports:

Superintendent Kevin Case reported on the beginning of the year ThoughtExchange which closed last night. Themes included the importance of collaboration, communication, relationships and balancing beginning of the year professional development and working in classrooms.

Committee Reports from Board Members and Comments from Associate Board Members

Col Holmes commented that good discussions are continuing about the B-21 mission planning.

Tonya Amaral reported that Booster Club purchased two new grills for school/activity use. The next Booster Club meeting will be September 18 at 6:00 p.m. at the high school. Homecoming is the week of September 19 with many activities planned throughout the week.

Tanya Gray stated the ASBSD Region Meeting will be hosted here at Vandenberg on September 28. This is the same night as the Black Hills Special Services Cooperative Board of Directors meeting too. All five board members will attend the Region Meeting.

Motion to adjourn the meeting at 6:03 p.m. This motion, made by Amy McGovern and seconded by Cathy Melendez, Carried.

Tanya Gray, President

Trista Olney, Business Manager

_____ Initials

_____ Date

Published once at the total approximate cost of _____.

Board Report - For School Board 09/15/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
A & B WELDING SUPPLY COMPANY INC.	181187		1,618.37
ACE STEEL & RECYCLING. INC.	181188		310.86
ALLIED 100 LLC	181189		194.40
AMERICAN SCHOOL BOARD JOURNAL	181190		234.00
AMERICINN-SIOUX FALLS	181191		2,280.00
AMICK SOUND INC	181193		620.44
ASBSD	181194		1,823.90
BERS WINDY FLATS RUBBLE SITE	181195		252.00
BIG SKY UPHOLSTERY & SUPPLY	181196		1,023.15
BLACK HILLS CHEMICAL CO	181197		7,640.11
BLACK HILLS CONFERENCE	181198		550.00
BLACK HILLS SPECIAL SERVICES COOPERATIVE	181199		36,737.20
BOX ELDER HARDWARE	181200		857.71
BRAINPOP LLC	181201		175.00
BSN SPORTS. LLC	181202		6,953.07
CAROLINA BIOLOGICAL SUPPLY COMPANY	181203		831.46
CARQUEST AUTO PARTS	181204		197.78
CITY OF BOX ELDER/PUBLIC WORKS DEPT	181205		2,869.09
CREATIVE EDUCATION SERVICES	181207		150.00
CUSTER SCHOOL DISTRICT	181208		50.00
CUTTING EDGE LAWN CARE	181209		937.20
DAKOTA BUS SERVICE. INC.	181210		6,585.00
DAKOTA POTTER'S SUPPLY	181211		1,868.57
DAKOTA SUPPLY GROUP. INC.	181212		1,374.42
EXPLORE LEARNING	181214		5,931.00
FIDUCIARY ACCOUNT	181215		1,254.25
FLINN SCIENTIFIC INC	181216		1,130.80
FOOD SERVICE	181218		748.19
GRAINGER. INC	181220		1,600.90
HAL LEONARD	181221		195.00
HARVEYS LOCK SHOP. INC.	181222		76.66
HURON SCHOOL DISTRICT	181223		75.00
IMAGINE LEARNING INC	181224		11,810.00
INNOVATIVE OFFICE SOLUTIONS	181225		11,760.37
KILOWATT ELECTRIC INC.	181227		4,225.29

Board Report - For School Board 09/15/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
LIGHTSPEED TECHNOLOGIES INC	181229		14.00
MEADOWBROOK GOLF COURSE	181230		52.89
MENARDS	181231		247.48
MG OIL COMPANY. INC.	181232		14,095.35
MONTANA DAKOTA UTILITIES COMPANY. INC.	181234		1,688.29
MONUMENT HEALTH RAPID CITY HOSPITAL. INC	181235		5,925.00
MOSYLE CORPORATION	181236		514.08
NEWELL SCHOOL DISTRICT	181239		40.00
NORTH CENTRAL BUS & EQUIPMENT CO. INC	181240		1,398.72
NORTH CENTRAL INTERNATIONAL INC	181241		361.01
OSTEN. CAROL	181243		500.00
PETTIT. ANN	181244		116.00
PIERRE SCHOOL DISTRICT	181245		50.00
PLANK ROAD PUBLISHING	181246		494.85
PRAIRIE RIDGE	181247		2,500.00
QUILL CORPORATION	181249		49.99
RDO EQUIPMENT	181250		3,095.00
RIDDELL / ALL AMERICAN SPORTS CORP	181251		2,570.58
RIO GRANDE	181252		62.95
RIVERSIDE TECHNOLOGIES INC	181253		22,759.00
RIVISTAS SUBSCRIPTION SERVICES	181254		1,331.47
ROYAL FLUSH PORTABLES. LLC	181255		825.00
SASD	181256		3,193.00
SCHOOL NURSE SUPPLY	181257		4,935.94
SCHOOL SPECIALTY INC.	181258		1,374.40
SHERATON HOTEL AND CONVENTION CENTER	181260		518.00
STARFALL EDUCATION	181261		355.00
STURGIS BROWN HIGH SCHOOL	181262		125.00
SUMMIT COMPANIES	181263		269.00
Super 8	181264		1,394.47
SUPER 8	181265		716.00
TEACHER INNOVATIONS INC	181266		444.00
TEACHERS SYNERGY. LLC	181267		624.48
TEMPERATURE TECHNOLOGY INC	181268		798.57
ULINE SHIPPING SUPPLY SPEC.	181269		758.82

Board Report - For School Board 09/15/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
UNIVERSAL ATHLETIC LLC	181271		1,504.75
VERIZON WIRELESS	181273		445.07
VEX ROBOTICS INC	181274		532.30
VOYAGER FLEET SYSTEMS. INC.	181277		568.24
WEST MUSIC CO	181278		453.06
WESTERN COMMUNICATIONS. INC.	181279		318.17
WINNER SCHOOL DISTRICT	181281		4,560.00
ZEARN	181282		5,000.00
GENERAL FUND			202,521.12
CO-OP ARCHITECTURE	181206		223,125.00
DAKTRONICS	181213		81,822.00
FMG ENGINEERING	181217		12,020.00
GEO ENTERPRISES. INC	181219		13,163.29
KILOWATT ELECTRIC INC.	181227		7,166.00
MIRACLE RECREATION EQUIP. CO.	181233		3,516.60
NORTH CENTRAL SUPPLY. INC.	181242		5,515.15
RIVERSIDE TECHNOLOGIES INC	181253		19,425.00
UNIVERSAL ATHLETIC LLC	181271		5,461.00
CAPITAL OUTLAY			371,214.04
AMERIPRESS	181192		568.42
ASBSD	181194		205.00
BLACK HILLS SPECIAL SERVICES COOPERATIVE	181199		277,977.97
NCS PEARSON. INC.	181238		540.00
PRO-ED. INC.	181248		1,888.40
SCHOOL SPECIALTY INC.	181258		262.29
SD DEPARTMENT OF HUMAN SERVICES	181259		5,312.91
SHERATON HOTEL AND CONVENTION CENTER	181260		518.00
ULTIMATE SLP - LEARNIX. LLC	181270		746.04
VOLUNTEERS OF AMERICA. DAKOTAS	181276		1,969.50
WESTERN PSYCHOLOGICAL SERVICES	181280		81.40
SPECIAL ED			290,069.93
INSTRUCTIONAL COACHING GROUP	181226		11,674.00
KLETT WORLD LANGUAGES	181228		4,250.05
NATIONAL SCHOOL PUBLIC RELATIONS	181237		835.00
RIVERSIDE TECHNOLOGIES INC	181253		4,000.00
TEMPERATURE TECHNOLOGY INC	181268		33,000.00

Board Report - For School Board 09/15/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
UNIVERSITY OF OREGON	181272		350.00
VISTA HIGHER LEARNING INC	181275		47,450.51
GRANTS			101,559.56
CASH-WA DISTRIBUTING COMPANY. INC.	11849		403.28
CASH-WA DISTRIBUTING COMPANY. INC.	11850		2,078.20
DIGI INTERNATIONAL INC	11851		400.00
GENERAL FUND	11852		3,165.65
HOUGHTON. JENNIFER	11853		59.50
PAN-O-GOLD BAKING COMPANY. INC.	11854		435.77
PRAIRIE FARMS	11855		2,799.89
PROGUARD SERVICE & SOLUTIONS	11856		1,385.30
REINHART FOOD SERVICE LLC	11857		9,564.34
SERVALL TOWEL & LINEN SUPPLY. INC.	11858		146.51
STEICHEN. DAVID	11859		57.80
FOOD SERVICE			20,496.24
Grand Total:			985,860.89

PAYROLL EXPENDITURES

AUGUST 5 2022

AUGUST 19 2022

TOTALS

\$794,334.29

\$958,849.80

**DOUGLAS SCHOOL DISTRICT
PERSONNEL ACTION 9/12/2022**

Certified Teaching Contract Amendments

Jodi Melton	SLP	\$67,675.00 per year	Revised 2022-2023 School Year contract
Sarah Reimer	SLP	\$66,225.00 per year	Revised 2022-2023 School Year contract

Activity Contract Amendments

Jon Pierson	HS Assistant Football Coach- 1 year only	\$4,143.00 per year	Revised 2022-2023 School Year
Lindsay Scott	MS Chorus	\$1762.00 per year	Added to 2022-2023 School Year

Certified AOS Payments

Jodi Melton	\$200.00	Should have been paid in June
Sarah Reimer	\$150.00	Should have been paid in June

Classified Service Factor Bonus

Name	Position/Years	Amount	Dates of Service
Carol Painter	Trans/Aide	\$1,888.80	9/8/1992-9/8/2022

Certified Resignations/Retirements/Terminations

Name	Position	Effective Date	
Jason Boeding	MS Throwing Coach	2022-2023 School year	
Caitlinn Powers	MS SPED Teacher	September 30, 2022	Assessed \$3,000 for Liquidated Damages as per term of her contract: Has requested damages be waived

Classified Resignations/Retirements/Terminations

Name	Position	Location	Effective Date
Heather Holly	SPED Secretary	Middle School	August 26th, 2022

Certified Staff Hiring

Name	Position	Amount	Effective Date
Timothy Fischer	MS Special Education Teacher	B/7 \$44,995.77	September 26, 2022 for 2022-2023 School Year

Classified Staff Hiring

Name	Position	Location	Effective Date
Mark Funk	BC-Lunch Room Supervisor	\$15.00 per hour	September 1, 2022
Jarred Peterson	Maintenance/Elecrician	M/7 \$25.00 per hour	September 19, 2022
Elizabeth Ross	HS Security	E/1 \$15.00 per hour	September 15, 2022
Melissa Triplet	MS Special Education Secretary	E/2 \$15.75 per hour	September 26, 2022
Owen Watkins	Maintenance/Groundskee per	K/2 \$19.75 per hour	September 26, 2022

Temporary Hires

Name	Position	Salary	Effective Date
Cathy Barargar	MS Head 6th Grade Vollyball Coach	\$3,666.00 per year	2022-2023 School Year
Katie Bell	BC 1st Grade Teacher-MTSS Leadership Team	\$500.00 per year	2022-2023 School Year
Jason Boeding	HS Lunchroom Supervisor	\$2,500.00 per yeae	2022-2023 School Year
Chandra Olson-Canaan	BC S2S Coordinator	\$400.00 per year	2022-2023 School Year
Jennifer Collins	BC S2S Coordinator	\$400.00 per year	2022-2023 School Year
Lyndsay Deyo	BC 3rd Grade Teacher-MTSS Leadership Team	\$500.00 per year	2022-2023 School Year
Margery Glandt	BC 2nd Grade Teacher-MTSS Leadership Team	\$500.00 per year	2022-2023 School Year
Terri Smith	Temporary Groundskeeper	K/1 \$19.00 per hour	2022-2023 School Year
Tasa Sotelo	BC KindergartenTeacher-MTSS Leadership Team	\$500.00 Per Year	2022-2023 School Year
Lisa Vernon	BC S2S Coordinator	\$400.00 per year	2022-2023 School Year

Activity Worker

Name	Position	Salary	Effective Date
Tricia Baragar	Activity Worker	\$15.00 per hour	2022-2023 School Year
Dawn Beltran	Activity Worker	\$15.00 per hour	2022-2023 School Year
David Broadie	Activity Worker	\$15.00 per hour	2022-2023 School Year
Brook Clark	Activity Worker	\$15.00 per hour	2022-2023 School Year
Michael Clark	Activity Worker	\$15.00 per hour	2022-2023 School Year
Rene Emme	Activity Worker	\$15.00 per hour	2022-2023 School Year
Joseph Hall	Activity Worker	\$15.00 per hour	2022-2023 School Year
Janifer Kirk	Activity Worker	\$15.00 per hour	2022-2023 School Year
Kaylee Knudson	Activity Worker	\$15.00 per hour	2022-2023 School Year
Michael Knudson	Activity Worker	\$15.00 per hour	2022-2023 School Year
Bridget Koehler	Activity Worker	\$15.00 per hour	2022-2023 School Year
Kirk Koehler	Activity Worker	\$15.00 per hour	2022-2023 School Year
Nicholas Koehler	Activity Worker	\$15.00 per hour	2022-2023 School Year
Grant Lolley	Activity Worker	\$15.00 per hour	2022-2023 School Year
Edward Malone	Activity Worker	\$15.00 per hour	2022-2023 School Year

Roberta Marin	Activity Worker	\$15.00 per hour	2022-2023 School Year
Valerie Newman	Activity Worker	\$15.00 per hour	2022-2023 School Year
Leona Oberlander	Activity Worker	\$15.00 per hour	2022-2023 School Year
Sheryll Oberlander	Activity Worker	\$15.00 per hour	2022-2023 School Year
Cathrine Quinlivan	Activity Worker	\$15.00 per hour	2022-2023 School Year
Bryce Vogel	Activity Worker	\$15.00 per hour	2022-2023 School Year
Carol Whiting	Activity Worker	\$15.00 per hour	2022-2023 School Year

Substitute Hires

Name	Substitute Teacher	Substitute Classified	Effective Date
Kaitlynn Goodrich	\$120.00/day \$16.00/hour	95% of Step 1	9/25/2022
Donn Hofmeister	\$127.50/day	95% of Step 1	9/25/2022

** Personnel Action additions and updates made after intial publication and before scheduled school board meeting.

DOUGLAS SCHOOL DISTRICT					
PERSONNEL ACTION 9/26/2022					
Activity Contract Amendments					
	Luann Stukerjurgan	Head Competitive Cheer Coach HSCAT1F1	\$9.95 per hour	2022-2023 School Year	Correction
	Luann Stukerjurgan	Head Basketball Cheer Coach HSCAT4D1	\$9.95 per hour	2022-2023 School Year	Correction
Employee Leave of Absence Requests					
	Bridget Bolinger	VES 5th Grade Teacher	Maternity Leave	Approx 10/11/2022 start date	
	Rosevel Mcmichen	VES SPED Teacher	Maternity Leave	Approx 12/26/2022 start date	
	Kerry Waterson	FC 3rd Grade Teach	Maternity Leave	Approx 11/2/2022 start date	
Certified AOS Payments					
	Lisa Bauer	17 Credits	\$850.00		
	Bonner, Shannon	3 Credits	\$150.00		
	Elder, Eric	12 Credits	\$600.00		
	Engel, Krisa	26 Credits	\$1,300.00		
	Hamel, Richard	11 Credits	\$550.00		
	Heier, Kaitlin	4 Credits	\$200.00		
	Hubbell, Melissa	10 Credits	\$500.00		
	Kugel, Elke	3 Credits	\$150.00		
	Marty, Brianna	21 Credits	\$1,050.00		
	Maxon, Shannon	3 Credits	\$150.00		
	Meade, Lorie	2 Credits	\$100.00		
	Mllitello, Kevin	21 Credits	\$850.00		
	Mulvehill, Deanne	1 Credit	\$50.00		
	Murry-Vernon, Lisa	12 Credits	\$600.00		
	Nelson, Sandra	1 Credit	\$50.00		
	O'Daniel, Megan	4 Credits	\$200.00		
	Olson-Canaan, Chandra	3 Credits	\$150.00		
	Owen, Melissa	1 Credit	\$50.00		
	Perkins, Brandy	9 Credits	\$450.00		
	Pinar, Music	8 Credits	\$400.00		
	Reitz, Nicole	15 credits	\$750.00		
	Schmidt, Stacey	2 Credits	\$100.00		
	Scott, Lindsay	2 Credits	\$100.00		
	Sever, Sarah	2 Credits	\$100.00		
	Simoneschi, Angela	1 Credit	\$50.00		
	Varilek,Rebekah	1 Credit	\$50.00		
	Wieman, Christopher	3 Credits	\$150.00		
Classified Service Factor Bonus					
	Name	Position/Years	Amount	Dates of Service	

	Christina Dasner	Instructional Aide-5 Year Service Factor	\$220.77	10/10/2017-10/10/2022
	Shannon Koftinow	Instructional Aide-5 Year Service Factor	\$222.79	9/26/2017-9/26/2022
	Sheryll Oberlander	Food Service Worker- 20 Year Service Factor	\$1,409.08	10/1/2002-10/1/2022
Classified Increases				
	Name	Position/Step	Hourly Wage	Effective Date
	Wendy Ross	Executive Bookkeeper (Payroll)	K/7 \$ 23.50	12/4/2021
Classified Resignations/Retirements/Terminations				
	Name	Position	Location	Effective Date
	Emilee Ferris	Special Education Aide	HS	9/7/2022
	Rebecca Jorgensen	Special Education Aide	CARR TRANSITIONAL	
Classified Staff Hiring				
	Name	Position	Amount	Effective Date
	Jamie Gregory	Personnel Secretary	E/2 \$15.75 per hour	8/22/2022
	Chelsie Huseby	DMS SPED Aide	E/1 \$15.00 per hour	8/19/2022
	Lacey Spradling	Food Service Cook	C/1 \$14.25 per hour	09/19/2022
	Rochelle Swezey	Night Custodian	G/1 \$15.75 per hour plus \$0.50 per hour night diff.	9/26/2022
	Makalia Thomas	Night Custodian	G/1 \$15.75 per hour plus \$0.50 per hour night diff.	9/19/2022
	Lauren Tyler	BC SPED Aide	E/2 \$15.75 per hour	8/29/2022
Temporary Hires				
	Name	Position	Salary	Effective Date
	Amber Lyons	MS Head Drama Coach- MSCAT4H0	\$3,090.00	2022-2023 School Year
Substitute Hires				
	Name	Substitute Teacher	Substitute Classified	Effective Date
	Brandi Aageson	\$16.00 per hour	Per Substitute Pay Rate	9/21/2022
	Cynthia Begley	\$16.00 per hour	Per Substitute Pay Rate	9/26/2022
	Livvy Bright	\$16.00 per hour	Per Substitute Pay Rate	9/23/2022
	Ms. Pam Carda	\$16.00 per hour	Per Substitute Pay Rate	9/23/2022
	Jennifer Collins	\$16.00 per hour	Per Substitute Pay Rate	8/30/2022
	Hope Cordell	\$16.00 per hour	Per Substitute Pay Rate	9/8/2022
	Lisa Encke	\$16.00 per hour	Per Substitute Pay Rate	9/16/2022
	Jayda Farlee	\$16.00 per hour	Per Substitute Pay Rate	9/16/2022
	Jasmin Johnson	\$16.00 per hour	Per Substitute Pay Rate	8/23/2022
	Madison Lemmon	\$16.00 per hour	Per Substitute Pay Rate	9/1/2022
	Julie Nelson	\$16.00 per hour	Per Substitute Pay Rate	9/2/2022
	Kennedy Nicolette	\$16.00 per hour	Per Substitute Pay Rate	9/19/2022
	Aubree Rypkema	\$16.00 per hour	Per Substitute Pay Rate	9/10/2022
	Jacqueline Roberts	\$16.00 per hour	Per Substitute Pay Rate	8/17/2022

	Lorri Schleuning	\$20.00 per hour	Per Substitute Pay Rate	9/23/2022	
**	Personnel Action additions and updates made after initial publication and before scheduled school board meeting.				

August 1, 2022 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 07/ 31/ 22	\$3,064,551.82	\$374,600.67	\$1,996,328.47
RECEIPTS:			
TAXES	\$89,036.05	\$24,588.77	\$15,740.53
TUITION			
INTEREST	\$416.04		
ADMISSIONS	\$1,133.00		
LOCAL	\$8.47		
COUNTY	\$1,300.84		
STATE	\$1,305,081.00		\$337,989.00
FEDERAL		282,326.38	
OTHER	\$4,636.50	15,875.00	
INTERFUND TRAN.	\$5,738.52		
LOANS			
TOTAL RECEIPTS:	\$1,407,350.42	\$322,790.15	\$353,729.53
DISBURSEMENTS:			
.	\$393,576.78	\$722,913.23	\$28,123.67
SALARIES	\$1,432,634.78	\$0.00	\$238,047.89
TRANSFERS OUT			
BALANCE 08/31/22	\$2,645,690.68	(\$25,522.41)	\$2,083,886.44
BALANCE 08/ 31/ 21	1,913,882.06	3,480,442.00	2,104,532.46

August 1, 2022 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 07/ 31/ 22	(\$1,341,324.96)	\$50,823.66
RECEIPTS:		
TAXES		
INTEREST		
LOCAL		
STATE		
FEDERAL		
PREMIUMS		
REIMBURSEMENTS	\$32,398.00	
OTHER (LOCAL) -AFROTC		
INTERFUND TRAN.		
OTHER (LOCAL) -LIBRARY		
TRANSFER IN		
TOTAL RECEIPTS:	\$32,398.00	\$0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	\$737,333.80	\$363.06
SALARIES	\$94,085.67	\$0.00
TRANSFERS OUT		
EXPENDITURES		
BALANCE 08/31/22	(\$2,140,346.43)	\$50,460.60
BALANCE 08/ 31/ 21	(597,117.28)	55,338.70

August 1, 2022 FINANCIAL	DEP CARE	ENTERPRISE	IMPACT AID
BALANCE 07/ 31/ 22	\$248.83	\$0.00	\$22,948,437.04
RECEIPTS:			
INTEREST			\$5,738.02
TUITION			
STATE			
FEDERAL			
LOCAL	\$123.76		
OTHER			
INTERFUND TRAN.			
LOANS			
PREMIUMS			
TOTAL RECEIPTS:	\$123.76	\$0.00	\$5,738.02
DISBURSEMENTS:			
VERIFIED CLAIMS	\$0.00	\$0.00	\$0.00
SALARIES	\$0.00	\$0.00	\$0.00
EXPENDITURES/ TRANSFERS OUT			\$5,738.52
BALANCE 08/31/22	\$372.59	\$0.00	\$22,948,436.54
BALANCE 08/ 31/ 21	583.36	4,714.21	22,903,453.41

August 1, 2022 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS	MEDICAL REIMB-125
BALANCE 07/ 31/ 22	\$350,952.43	\$252,244.87	\$672.83
RECEIPTS:			
INTEREST			
SALES	\$32,967.87		
STATE			
FEDERAL	\$2,228.28		
LOCAL		\$31,141.16	\$1,404.02
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	\$35,196.15	\$31,141.16	\$1,404.02
DISBURSEMENTS:			
VERIFIED CLAIMS	\$7,924.08	\$33,268.75	\$932.98
SALARIES	\$13,806.58	\$0.00	\$0.00
BALANCE 08/31/22	\$364,417.92	\$250,117.28	\$1,143.87
BALANCE 08/ 31/ 21	181,570.09	180,810.84	(950.34)

Board Report - For School Board 09/19/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
24 HOUR WRISTBANDS.COM	181298		314.11
AL CORNELLA REFRIGERATION SERVICE INC	181299		120.00
AMAZON.COM	181300		7,846.55
AMERICAN AIRLINES	181298		693.20
BATTERIES PLUS BULBS #934	181302		415.92
BELLE FOURCHE HIGH SCHOOL	181303		50.00
BERS WINDY FLATS RUBBLE SITE	181304		168.00
BEST BUY BUSINESS	181298		489.97
BLACK HILLS CHEMICAL CO	181305		1,057.42
BLACK HILLS ENERGY- AUTO PAY	65		32,370.13
BLACK HILLS SOCCER FEDERATION INC	181306		1,950.00
BLACK HILLS URGENT CARE	181307		475.00
BOULDER CANYON COUNTRY CLUB	181308		18.00
BOX ELDER HARDWARE	181309		1,713.08
BREAKOUT INC	181298		99.00
BROOKLYN PUBLISHERS	181298		209.00
CAROLINA BIOLOGICAL SUPPLY COMPANY	181310		1,785.09
CARQUEST AUTO PARTS	181311		973.63
CASH-AD SPONSORS	181312		227.26
CENTURY BUSINESS	181313		99.00
CENTURYLINK	181314		450.20
CHRIS SUPPLY. INC.	181315		60.50
CITY OF BOX ELDER/PUBLIC WORKS DEPT	181316		9,553.01
COUNCIL ON COLLEGE ADMISSION IN SD	181317		110.00
CUSTER SCHOOL DISTRICT	181319		50.00
DAKOTA BUS SERVICE. INC.	181320		1,942.00
DAKOTA SUPPLY GROUP. INC.	181321		76.31
DANCESOUND	181298		37.00
DOMINOS PIZZA- BOX ELDER	181298		93.28
DRAMATIC PUBLISHING	181298		590.40
ELKS GOLF COURSE	181322		6.48
ESCAPE CLASSROOM. THE	181323		39.00
ESSDACK	181324		100.00
EVERGREEN OFFICE PRODUCTS	181325		12,456.19
FAULKNER. MELANIA	181326		85.00

Board Report - For School Board 09/19/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
FIDUCIARY ACCOUNT	181327		10,965.89
FOLLETT SCHOOL SOLUTIONS. INC	181328		5,667.60
GRAINGER. INC	181329		3,291.69
HANK'S SPECIALTIES INC	181298		41.92
HARCO ATHLETIC RECONDITIONING INC	181330		2,245.00
HARVEYS LOCK SHOP. INC.	181331		234.50
HIGH PLAINS WESTERN HERITAGE CENTER	181332		150.00
HILLYARD INC	181333		24,653.66
IMPRESSIONS RUBBER STAMP	181334		34.30
KIEFFER SANITATION. INC.-AUTO PAY	62		3,353.99
KILOWATT ELECTRIC INC.	181336		195.69
LEARNING WITHOUT TEARS	181340		37.50
LYNN JACKSON SHULTZ & LEBRUN PC INC	181342		1,023.00
MENARDS	181344		476.51
MIDCONTINENT COMMUNICATIONS- AUTO PAY	64		1,517.18
MITCHELL SCHOOL DISTRICT	181345		50.00
MONTANA DAKOTA UTILITIES COMPANY. INC.	181376		1,556.28
MUSIC THEATRE INTERNATIONAL	181346		64.85
NASCO	181347		5,496.23
NATIONAL RESTURANT ASSOCIATION	181298		1,757.25
NORTH CENTRAL BUS & EQUIPMENT CO. INC	181348		776.67
NORTH CENTRAL SUPPLY. INC.	181349		690.00
NOTE COUNSELOR. LLC	181350		59.00
OLIVE GARDEN	181298		289.62
PARTS TOWN	181351		396.05
POPP BINDING AND LAMINATING. INC	181352		1,332.00
PRAIRIE AUTO PARTS INC	181353		149.98
RAPID CITY CENTRAL	181354		35.00
RAPID CITY JOURNAL	181355		887.08
RAPID CITY WINDOW & GLASS. INC.	181356		567.55
REGION IV ADMINISTRATORS	181358		270.00
RIVERSIDE TECHNOLOGIES INC	181359		2,734.00
ROBOTICS EDUCATION & COMPETITION	181360		687.96
SAM'S CLUB	181298		337.63
SASD	181361		952.00

Board Report - For School Board 09/19/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
SCHOLASTIC NEWS	181362		747.12
SCHOOL MATE	181363		360.00
SHERWIN WILLIAMS	181366		2,360.96
SPARTAN STORES. LLC.	181367		256.78
SUPER 8	181368		347.00
TACO JOHNS RAPID CITY	181298		672.50
TAYLOR PUBLISHING COMPANY	181369		940.11
TEACHER INNOVATIONS INC	181370		432.00
TEMPERATURE TECHNOLOGY INC	181371		1,390.31
UNITED AIR LINES	181298		1,456.80
US BANK	181298		2,050.48
VANWAY TROPHY & AWARD. INC.	181373		406.80
WEBSTAIRANT STORE	181298		1,071.95
WEST RIVER ELECTRIC-AUTOPAY	63		1,778.20
WHISLER BEARING COMPANY	181375		41.00
GENERAL FUND			<hr/> 164,013.32
AMAZON.COM	181300		3,373.30
CENTURY BUSINESS	181313		10,675.96
JENNER EQUIPMENT COMPANY. INC.	181335		15,442.85
KLETT WORLD LANGUAGES	181337		1,688.70
KLJ ENGINEERING LLC	181338		1,650.00
M & M FENCING	181343		11,704.50
REALLY GREAT READING	181357		3,432.00
SAFER SPORTS INC. dba LIGHT HELMETS	181298		3,790.00
CAPITAL OUTLAY			<hr/> 51,757.31
AMAZON.COM	181300		605.73
CPI	181318		4,249.00
FIDUCIARY ACCOUNT	181327		48.00
SD DEPARTMENT OF HUMAN SERVICES	181364		161.86
SDSLHA	181365		750.00
UNITED AIR LINES	181298		761.20
WAL-MART STORES INC	181298		1,262.92
SPECIAL ED			<hr/> 7,838.71
WEBSTAIRANT STORE	181298		1,837.23
FOOD SERVICE			<hr/> 1,837.23
APPLE	181301		2,139.75

Board Report - For School Board 09/30/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
EAFB EXCHANGE	181298		568.60
FIDUCIARY ACCOUNT	181327		672.00
LEADERSHIP MATTERS LLC	181339		5,701.52
LEXIA LEARNING	181341		2,303.00
MIL-BAR PLASTICS	181298		376.55
UNITED AIR LINES	181298		903.19
UNIVERSITY OF OREGON	181372		460.00
US BANK	181298		960.57
VOYAGER SOPRIS LEARNING INC	181374		2,250.00
GRANTS			<hr/> 16,335.18
BOWS BY ALLY	181298		891.00
EAFB COMMISSARY	181298		40.71
GUARDIAN SPORTS	181298		665.90
SAM'S CLUB	181298		1,439.41
STUDENT ACTIVITY			<hr/> 3,037.02
			<hr/> 244,818.77
BORDER STATES ELECTRIC INC	11868		316.94
CASH-WA DISTRIBUTING COMPANY. INC.	11869		1,902.38
CASH-WA DISTRIBUTING COMPANY. INC.	11870		5,121.12
COCA-COLA BOTTLING CO HIGH COUNTRY	11871		1,200.00
DOMINOS PIZZA- BOX ELDER	11872		1,924.00
LAQUEY. JENNIFER	11873		33.00
PAN-O-GOLD BAKING COMPANY. INC.	11874		613.28
PRAIRIE FARMS	11875		7,005.41
REINHART FOOD SERVICE LLC	11876		16,247.14
SDRA/SDRA SERVICES COMBINED	11877		1,400.00
SERVALL TOWEL & LINEN SUPPLY. INC.	11878		135.66
FOOD SERVICE			<hr/> 35,898.93
			<hr/> 35,898.93
Grand Total:			<hr/> 280,717.70

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 Douglas 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 _____. 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

Cathleen Melendez, President

Typed Name and Title

400 Patriot Drive, Box Elder, SD 57719

(605)923-0000

Address/State/Zip

Telephone Number

*This page must be signed by the school district official listed above and returned to:

Department of Education
Special Education Programs
800 Governor's Drive
Pierre, SD 57501

South Dakota LEA Comprehensive Plan: Program Narrative

SECTION I: Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02

The district/cooperative and all member schools/districts will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD. Specific reference in the narrative to include:

- FAPE beginning at age 3; 300.101(b); ARSD 24:05:13:02
- Children advancing from grade to grade; 300.101(c); ARSD 24:05:13:02
- Limitations- age exceptions to FAPE; 300.102; ARSD 24:05:22:04.01
- FAPE- methods and payments; 300.103; ARSD 24:05:19:08
- Residential placement; 300.104; ARSD 24:05:19:08
- Assistive technology; 300.105; ARSD 24:05:27:20, ARSD 24:05:27:18, ARSD 24:05:27:19
- Extended school year services; 300.106; ARSD 24:05:25:26
- Nonacademic services; 300.107; ARSD 24:05:28:06
- Physical education; 300.108; ARSD 24:05:28:08
- Program options; 300.110; ARSD 24:05:28:04

District Narrative: (Review cited regulation to describe local implementation.)

- FAPE beginning at age 3; 300.101(b); ARSD 24:05:13:02

The Douglas School District will make a FAPE available to all students with disabilities who reside within the boundaries of the district between the ages of 3 and 21 years of age. This includes any student with a disability who has been suspended or expelled. All eligible preschool aged students will have FAPE made available to them by their third birthday, including those whose birthdays fall during the summer months.

- Children advancing from grade to grade; 300.101(c); ARSD 24:05:13:02

All eligible students with disabilities, regardless of whether they are advancing from grade to grade, will have FAPE available to them on an individualized basis as determined by the student's IEP team on an annual basis. Exceptions to FAPE for students aged 3-21 includes those students who have graduated from high school with the regular high school diploma.

Additionally, Douglas School District will make FAPE available to children from birth to age three who qualified for prolonged assistance. For students with disabilities who turn 21 during the fiscal year, the district will provide FAPE until June 30.

- Limitations- age exceptions to FAPE; 300.102; ARSD 24:05:22:04.01

All eligible students with disabilities may receive services from age 3 through completion of an approved public or nonpublic school secondary program or through age 21, as designated in that child's individual education program.

- FAPE- methods and payments; 300.103; ARSD 24:05:19:08

Douglas School District will apply whatever available federal, state, local, and private funds to meet its obligations for the provision of FAPE and must ensure that FAPE is provided at no cost and without delay.

- Residential placement; 300.104; ARSD 24:05:19:08

As deemed necessary, the Douglas School District will provide FAPE to students with disabilities through a public or private residential program at no cost to the parents.

- Assistive technology; 300.105; ARSD 24:05:27:18 ARSD 24:05:27:19

As deemed necessary, the Douglas School District will provide assistive technology to students with disabilities and the evaluation for such at no cost to the parents. This may include assistive technology to be used at home, when it is determined to be essential for FAPE on an individual, case-by-case basis.

- Extended school year services; 300.106; ARSD 24:05:25:26

As deemed necessary, the Douglas School District will provide extended school year services to eligible students with disabilities at no cost to the parents.

- Nonacademic services; 300.107; ARSD 24:05:28:06

Douglas School District ensures the provision of program options, nonacademic and extracurricular services, are available to children in need of special education or special education and related services through the development of the IEP. Once the team has determined where instruction will occur, the team will consider the amount of time the student is removed from their peer group and document student's program options in the IEP.

- Physical education; 300.108; ARSD 24:05:28:08

Douglas School District ensure that the need for physical education services, specially designed if necessary, will be made available to every child in need of special education or special education and related services. The need for physical education services is documented in the IEP and reviewed and revised annually.

- Program options; 300.110; ARSD 24:05:28:04

Douglas School District ensures the provision of program options, nonacademic and extracurricular services, are available to children in need of special education or special education and related services through the development of the IEP. Once the team has determined where instruction will occur, the team will consider the amount of time the student is removed from their peer group and document student's program options in the IEP.

SECTION II: Full educational opportunity goal (FEOG) 34 C.F.R. § 300.109; ARSD 24:05:22:04, ARSD 24:05:22:04.01

The district/cooperative and all member schools/districts will have in effect policies and procedures, demonstrating that the district/cooperative has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and include a timetable for accomplishing that goal.

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District, consistent with the timetable established by the State of South Dakota and Part B of the Individuals with Disabilities Education Act (IDEA), has a goal of providing full educational opportunity to all children with disabilities, aged birth through twenty-one. The district will review data annually to guide decisions with regard to adjustments in its programs to ensure appropriate services to all students with disabilities.

The District's procedures for determining the additional number and kind of facilities, personnel and services needed in order to meet its full program services goal are as follows:

1. The Director Special Services will review current statistical information from the district's special education program reflecting:
 - a) number of referrals being submitted; and
 - b) number resulting in the identification of additional students requiring special education services.
2. The Director Special Services will review the current census information projecting the number of new special education students to be served based on previous population percentages experienced by the district.
3. The Director Special Services will review the annual federal child count statistics reflecting the current number of special students being served, their primary disability condition, kinds of related services required, amount of time in special and regular education, and any other information to assist in program development.

SECTION III: Child Find 34 C.F.R. § 300.111; Child Identification ARSD 24:05:22

The district/cooperative and all member schools/districts must have in effect policies and procedures for ensuring that all children with disabilities who reside within the boundaries of the district/cooperative member districts, including those who are homeless children or are wards of the state, and children with disabilities who attend private schools, regardless of the severity of their disabilities, who are in need of special education and related services are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. Specific reference in the narrative to include:

- Use of the term developmental delay; ARSD 24:05:24.01:09
- Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01
- Children who are highly mobile, including migrant children, 300.111(c)(2); ARSD 24:05:22:01

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District, has in effect policies and procedures to ensure that all children with disabilities who reside within the boundaries of the district/cooperative member districts and who may be in need of special education and related services are located, identified, and evaluated according to all relevant regulations. This includes those students who may be homeless or wards of the state, as well as children with disabilities who may attend private schools within the jurisdiction of the district. Child find includes our ongoing efforts to identify pre-school and school age students with disabilities through our referral and evaluation procedures, as well as our periodic screening of preschoolers who may be experiencing developmental delays.

1. The Douglas School District shall develop and utilize a system for the identification, location, and evaluation of children in need of special education or special education and related services. The system must include all children residing within the jurisdiction of the district ages birth through 21 regardless of the severity of their disability, including children in all public and private agencies and institutions, private schools, including religious schools, and children receiving alternative instruction under SDCL 13-27-3 within the legal boundaries of the district.
2. Minimum Procedures.
 - a. At a minimum, a local school district's procedures for implementing its child identification system must include the following:
 - i. The persons responsible for the coordination, implementation, and documentation of the system:
 1. The superintendent will appoint on an annual basis through the Annual Part B Application for funds the name of the Director of Special Education who will be responsible for the coordination, implementation and documentation of the system.
 - b. A written description of the district's annual public awareness campaign for informing the parents of children residing within the legal boundaries of the district and other interested parties located within the jurisdiction of the district, including all public and private agencies and institutions, private school, including religious schools, and children receiving alternative instruction under SDCL 13-27-3
 - i. The public awareness campaign for the Douglas School District is ongoing and focuses on the special education program services available within the school district and how to access them. Methods used to inform parents and other interested parties of the identification, location and evaluation of children in need of special education or special education and related services may include several of the following:
 1. Newspaper release in the local district paper.
 2. Radio announcement within local districts coverage areas.
 3. Information published in the individual district's student handbook or newsletter or on the district's website.
 4. Written material will be made available to interested parties within the jurisdiction of each school district.
 5. Information will be published within each district's local paper regarding screening activities to be conducted for children ages' birth through five years.
 6. Screening will occur periodically throughout the school year at the Douglas School District.
 7. Written information will be displayed to make the public aware of the child find activities by each school.
 8. District website will contain contact information
 9. Referrals will be addressed on an on-going basis throughout the year when brought to the attention of district personnel.
 - a. As designated by the superintendent, the Director of Special Education is responsible for the coordination, implementation and documentation of the system and will maintain data regarding child identification activities. Data will include all children screened and referred, those receiving a multidisciplinary evaluation, those referred but not evaluated, those evaluated but not placed and those receiving special education and related services.
 - c. The establishment of written procedures for collecting, maintaining, and reporting current and accurate data on all child identification activities which must be ongoing and include children not currently enrolled in the public school education program.

- i. Procedures for collection, maintaining, and reporting current and accurate data on all child identification activities are ongoing and include children not currently enrolled in the public schools education program. Douglas School District will maintain a file documenting its child find activities. The file may include:
 1. Annual Student Information Systems data (SIMS)
 2. Child identification news release information
 3. Written material of services available
 4. Screening press releases
 5. Parent right brochures
 6. Referral forms
 7. Student handbook or newsletter containing pertinent data
 8. Any other written material developed and used to support the on-going child identification process including information from all public and private agencies and institutions located within the jurisdiction of the district.
- d. A practical method of determining which children are currently receiving needed special education or special education and related services. Documentation supporting the implementation of a local school district's child identification system shall be maintained by the district for review by Special Education Program staff during on-site monitoring visits and must include annual child count data submitted to the division for approval. Each superintendent or designee shall annually complete the information required in the Student Information Management Systems (SIMS) provided by the Department of Education no later than December 1st.
 - i. Information will be gathered from the student IEPs and other data collected and maintained by the district for inclusion in the SIMS report.
 - ii. The Director of Special Education shall certify in writing that the information provided is an accurate and unduplicated count of disabled children receiving special education or special education and related services within the district.

- Use of the term developmental delay; ARSD 24:05:24.01:09

The Douglas School District has adopted the term developmental delay for students within its jurisdiction. Because the Douglas School District uses the term developmental delay, it agrees to conform to both the division's definition of the term (listed below) and to the age range that has been adopted by the division.

Developmental delay defined. A student, who is at least three years old but less than nine, may be identified as a student with a disability if the student has one of the major disabilities listed in district policies and procedures or if the student experiences a severe delay in development and needs special education and related services.

A student with a severe delay in development functions at a developmental level two or more standard deviations below the mean in any one area of development specified in this section or 1.5 standard deviations below the mean in two or more areas of development. The areas of development are cognitive development, physical development, communication development, social or emotional development, and adaptive development.

The Douglas School District shall ensure that all of the student's special education and related services needs that have been identified through the evaluation procedures described under district policies and procedures are appropriately addressed.

- Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01

Douglas School District ensures that children who may be suspected of having a disability, and in need of special education, are subject to child find requirements even though they are advancing from grade to grade.

- Children who are highly mobile, including migrant children, 300.111(c)(2).

Douglas School District ensures that children who reside within the school district and are highly mobile, including migrant children, are subject to child find requirements. Douglas School District has a system in place to review files of students moving into the district and has a pre-referral process in place to determine the needs for students.

SECTION IV: Individualized Education Program (IEP) 34 C.F.R. 300.112; ARSD 24:05:27

The district/cooperative and all member schools/districts will ensure that an individualized education plan (IEP), or an individual family service plan (IFSP) that meets the requirements of section 636(d) of the Act, is developed, reviewed, and revised for each child with a disability in accordance with 34 C.F.R. §§ 300.320 – 300.324, except as provided in 300.300(b)(3)(ii). Specific reference must include:

- Content of the IEP; 300.320(a)(1-7); ARSD 24:05:27:01.03
- Transition services; 300.320(b); ARSD 24:05:27:13.02
- Transfer of rights at the age of majority; 300.320(c); ARSD 24:05:27:01.03
- The IEP team; 300.321; ARSD 24:05:27:01.01
- Parent participation in the IEP; 300.322; ARSD 24:05:25:16
- When the IEP must be in effect; 300.323; ARSD 24:05:25:22
- Development of the IEP; 300.324; ARSD 24:05:27:01.02
- Routine checking of hearing aids and external components of surgically implanted medical devices, 300.113; ARSD 24:05:27:05

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that each identified student with a disability has a current IEP in place that meets the requirements of Section 636(d) of the IDEA, and that has been developed in accordance with the requirements at 34 CFR sections 300.320 through 324. All identified students with disabilities in our district will have a current IEP in place at the beginning of the school year, and for eligible preschool students, by their third birthday. Each eligible student's IEP will be reviewed periodically, but not less than annually, to review progress and determine whether annual goals are being met.

- Content of the IEP; 300.320(a)(1-7); ARSD 24:05:27:01.03

Douglas School District procedures:

1. The Director of Special Education will be responsible to ensure proper procedures are followed in the development, review, and revision of each IEP. This would include completing and mailing parental prior notices and other correspondence relating to development, review, or revision of IEP's, adhering to timelines, composition of the IEP team, and properly completing each section of the IEP.
2. The IEP team will ensure all appropriate special education issues are addressed and documented on the IEP. The district's Comprehensive Plan along with the IEP Technical Assistance Guide, available from Special Education Programs, will be used as references in the development, review, and revision of each IEP.
3. All decisions of the IEP team will be made jointly by the parents and school personnel through the IEP process and specified on the child's IEP. The IEP will be in effect before special education and related services are provided to a child and will be implemented as soon as possible following an IEP team meeting.
4. The special educator will ensure the parent receives a copy of the completed IEP. The district will ensure the general educators and other service providers are made aware of all sections of the IEP they are responsible for implementing in the child's program.

Douglas School District will ensure that each student's individualized education program will include:

1. A statement of the student's present levels of academic achievement and functional performance, including:
 - a. How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - b. For preschool students, as appropriate, how the disability affects the student's participation in appropriate activities;
2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - b. Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

3. A statement of the special education and related services and supplementary aids and services, based on a peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modification or supports for school personnel that will be provided to enable the student:
 - a. To advance appropriately toward attaining their annual goals;
 - b. To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and
 - c. To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;
 4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;
 5. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - a. The student cannot participate in the regular assessment; and
 - b. The particular alternate assessment selected is appropriate for the student;
 6. The projected date for the beginning of the services and modifications described in this section and the anticipated frequency, location, and duration of those services and modifications;
 7. A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
 8. Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, an updated annually thereafter, the IEP shall include:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and
 - b. The transition services (including a course of study) needed to assist the student in reaching those goals; and
 9. Beginning not later than one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.
- Transition services; 300.320(b); ARSD 24:05:27:13.02

On or before a student turns 16 years of age, the district will ensure that each student's individualized education program shall include:

Transition services that are a coordinated set of activities for a student with a disability, designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

- Transfer of rights at the age of majority; 300.320(c); ARSD 24:05:27:01.03

Beginning not later than one year before a student reaches the age of majority under state law, the district ensures that each student's individualized education program will include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.

- The IEP team; 300.321; ARSD 24:05:27:01.01

- 1) (Required IEP members are:
 - a) The parents of the student;
 - b) Not less than one regular education teacher of the student if the student is, or may be, participating in the regular education environment;
 - c) Not less than one special education teacher of the student or, if appropriate, at least one special education provider of the student;
 - d) A representative of the school district who:
 - i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - ii) Is knowledgeable about the general education curriculum; and
 - iii) Is knowledgeable about the availability of resources of the school district;
 - iv) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in subdivisions 2 to 6, inclusive, of this section;
 - v) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student including related services personnel as appropriate
 - vi) If appropriate, the student; and
 - vii) Transition services participants as described in §§ 24:05:25:16.01 and 24:05:25:16.02. At the meeting, the team will review the evaluation report(s), determine eligibility for special education and special education and related services, and, if appropriate, develop an IEP and then determine placement in the appropriate least restrictive environment.
 - e) A member of the IEP team described in item 1 of this section, (1)-(5), inclusive, is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. A member of the IEP team may be excused from attending, in whole or in part, an IEP team meeting that involves a modification to or discussion of the member's area of the curriculum or related services, if:
 - (a) The parent and school district consent in writing to the excusal; and
 - (b) The member submits, in writing to the parent and the IEP team, input into the development of the IEP before the meeting.
 - f) The designated school representative is the building administrator. Should the building administrator be unable to attend the IEP meeting, the building administrator may designate another person to act as the school representative, as long as the person meets all the requirements listed in item 4 above. The administrator shall notify the person ahead of time if they will be serving as school representative to review their roles and responsibilities. If no person is designated as the school representative by the administrator, the district's excusal process must be completed.

- Parent participation in the IEP; 300.322; ARSD 24:05:25:16

The district ensures that one or both parents of the child are present at each IEP team meeting or are afforded the opportunity to participate. The district shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend, scheduling the meeting at a mutually agreed-upon time and place. The notice to the parents shall state the purpose, time, and location of the IEP team meeting and who will be in attendance and inform the parents of the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child, including information related to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the IDEA. If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, the notice must also address the provisions of § 24:05:25:16.01. If parents cannot attend, the district shall use other methods to ensure participation, including individual or conference telephone calls consistent with § 24:05:27:08.04.

- When the IEP must be in effect; 300.323; ARSD 24:05:25:22

The district ensures if the child is determined to be in need of special education or special education and related services, the IEP team shall develop an appropriate individual education program for the child. At the beginning of each school year thereafter, the district must have in effect an IEP for each child with disabilities within its jurisdiction. For children beginning at age three, an IEP shall be in effect by that date. If a child's third birthday occurs during the summer, the IEP team shall determine the date when services under the IEP will begin.

- Development of the IEP; 300.324; ARSD 24:05:27:01.02

The district ensures in developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

- (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;
- (2) In the case of a student with limited English proficiency, consider the language needs of the student as these needs relate to the student's individualized education program;
- (3) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
- (4) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
- (5) Consider whether the student requires assistive technology devices and services.

The regular education teacher of a student with a disability, as a member of the individualized education program team, must, to the extent appropriate, participate in the development, review, and revision of the student's individualized education program, including the determination of appropriate positive behavioral interventions and supports and other strategies for the student and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student consistent with subdivision 24:05:27:01.03(3).

Nothing in this section requires the team to include information under one component of a student's individualized education program that is already contained under another component of the student's individualized education program. No additional information may be required to be included in a student's IEP beyond what is explicitly required in this section.

- Routine checking of hearing aids and external components of surgically implanted medical devices, 300.113; ARSD 24:05:27:05

For children with hearing impairments, including deafness, in need of special education who wear hearing aids in school, the Douglas School District ensures the IEP team shall include, as a related service, a monitoring schedule in the individual educational program to ensure the proper functioning of these corrective devices

SECTION V: Least Restrictive Environment (LRE), 34 C.F.R. §§ 300.114 – 300.120; ARSD 24:05:28

The district/cooperative and all member schools/districts will ensure that, to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Specific reference must include:

- A continuum of alternative placements; 300-115; ARSD 24:05:28:02
- Placements; 300.116; ARSD 24:05:28:03
- Non-academic settings, 300.117; ARSD 24:05:28:06
- Children in public or private institutions; 300.118; ARSD 24:05:28:07
- Teachers and administrators are provided with technical assistance and training; 300.119; ARSD 24:05:28:11
- Monitors placements, 300.120; ARSD 24:05:28:12

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures the availability of a continuum of alternative placements to provide each student with a disability the opportunity for education in the Least Restrictive Environment. Any removal of a student with a disability from the regular education environment may occur only when the nature and severity of the child's needs dictate that education in regular classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

- A continuum of alternative placements; 300-115; ARSD 24:05:28:02

Douglas School District procedures for ensuring the child is placed in the least restrictive environment within the continuum of alternative and the factors the teams use in determining placement:

1. Decisions regarding a student's least restrictive environment will be made by the IEP team in the same way any other placement decision is made. Readiness for movement within the continuum of alternative placements is determined through documentation for the student's academic skills and social behavior. In all appropriate circumstances, students will be given an opportunity to participate in the general education setting with modification before moving on to the next more restrictive setting.
2. The IEP team will collect appropriate information on the student's functioning in the areas of educational, social, emotional, physical, cognitive, and communication skills.
3. The IEP team will also consider the following factors when determining least restrictive environment for a student:
 - a. the student's strengths and needs.
 - b. the student's age and physical size.
 - c. the student's level of motivation and interest in participating in the classroom under consideration.
 - d. the progress and success of interventions strategies.
 - e. the degree of student's disability and need for physical support system.
 - f. the student's success in previous placements.
 - g. the need for related services.
 - h. the receiving teacher's skills in working with children in need of special education.
 - i. the student's learning style.
 - j. the size and general composition of the student group into which the student will move.

- Placements; 300.116; ARSD 24:05:28:03

The IEP team will ensure the following:

- 1) Each child's educational placement must be individually determined at least annually and must be based on the child's individual education program
- 2) Provisions are made for appropriate classroom or alternative settings necessary to implement a child's individual education program;
- 3) Unless a child's individual education plan requires some other arrangement, the child shall be educated in the school which that child would normally attend if not disabled. Other placement shall be as close as possible to child's home;
- 4) Placement in the least restrictive environment will not produce a harmful effect on the child or reduce the quality of services which that child needs; and
- 5) A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modification in the general education curriculum

- Non-academic settings, 300.117; ARSD 24:05:28:06

Douglas School District ensures the provision of program options, nonacademic and extracurricular services, are available to children in need of special education or special education and related services through the development of the IEP. Once the team has determined where instruction will occur, the team will consider the amount of time the student is removed from their peer group and document student's program options in the IEP.

- Children in public or private institutions; 300.118; ARSD 24:05:28:07

Douglas School District ensures that children placed in public or private institutions or other care facilities are educated with children who are not disabled to the maximum extent appropriate. The IEP team will consider the potential harmful effects of all placements and opportunities for community involvement. The team will address all program options, nonacademic and extracurricular in the IEP when placing a student in a public or private institution or other care facilities.

- Teachers and administrators are provided with technical assistance and training; 300.119; ARSD 24:05:28:11

The Douglas School District will provide ongoing training to all staff and paraprofessionals to assist all in the provision of services to students with disabilities.

- Monitors placements, 300.120; ARSD 24:05:28:12

Douglas School District will submit data to the State for the purpose of monitoring education placements for students with disabilities on an annual basis.

SECTION VI: Procedural Safeguards, 34 C.F.R. § 300.121; ARSD 24:05:30

The district/cooperative and all member schools/districts will ensure that all children with disabilities and their parents are afforded procedural safeguards required by 34 C.F.R. §§300.500 through 300.536, and consistent with South Dakota Administrative Rule. Specific reference must include:

- Opportunity to examine records; parent participation in meetings; 300.501(a)(b)(c); ARSD 24:05:30:02
- Independent educational evaluations; 300.502; ARSD 24:05:30:03
- Prior written notice; content of notice; 300.503; ARSD 24:05:30:04
- Procedural safeguards notice; 300.504; ARSD 24:05:30:06.01, ARSD 24:05:30:06.02
- Use of electronic mail; 300.505; ARSD 24:05:30:06.03
- Availability of mediation; 300.506; ARSD 24:05:30:09
- Filing of due process complaints; 300.507; 300.508; 300.509; ARSD 24:05:30:07.01
- Resolution process; 300.510; ARSD 24:05:30:08.09-.12
- Impartial due process hearing; 300.511; ARSD 24:05:30:09.04
- Hearing rights; 300.512; ARSD 24:05:30:12
- Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11
- Status of child during due process proceedings; 300.518; 24:05:30:14 ARSD.
- Surrogate parents; children who are wards of the state; homeless youth; 300.519; ARSD 24:05:30:15
- Transfer of rights at age of majority; 300.520; ARSD 24:05:30:16.01
- Discipline procedures and manifestation determination; 300.530; ARSD 24:05:26:09.03
- Determination of setting; 300.531; ARSD 24:05:26:09.2
- Right of appeal of the determination of setting; 300.532; ARSD 24:05:26:09.05
- Placement during appeals; 300.533; ARSD 24:05:26:09.06
- Protections for children not determined eligible for special education and related services; 300.534; ARSD 24:05:26:14
- Referral to action by law enforcement and judicial authorities; 300.535; ARSD 24:05:26:15
- Change of placement due to disciplinary removals; 300.536; ARSD 24:05:26:02.01

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that all children with disabilities and their parents are afforded the required procedural safeguards of 34 CFR 300.500 through 300.356 as outlined in the *South Dakota Parental Rights and Procedural Safeguards* document.

The district will provide a copy of the procedural safeguards document to the parents of an eligible child with a disability at least one time each year, in addition to the following:

- Upon initial referral or parent request for an evaluation;
- Upon request by the parent;
- In accordance with discipline procedures outline in the procedural safeguards document;
- Upon receipt of the first state complaint or first due process complaint in a given school year.

The district posts a copy of the procedural safeguards document on its website in both English and Spanish to afford access to the public.

- Opportunity to examine records; parent participation in meetings; 300.501(a)(b)(c); ARSD 24:05:30:02

The district ensures the parents of a child in need of special education or special education and related services shall be afforded an opportunity to inspect and review all education records concerning the identification, evaluation, and educational placement of the child and the provisions of a free appropriate public education to the child.

- Independent educational evaluations; 300.502; ARSD 24:05:30:03

The district ensures a parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district subject to the conditions in this section.

Each district shall provide to parents, upon written request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations specified in this section.

If a parent requests an independent educational evaluation, the district may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the district may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

The district will provide to the parents, upon written request for an IEE, evaluator qualification, geographical boundaries to obtain the IEE and cost. The district will allow parent to demonstrate unique circumstances to justify deviating from IEE criteria. If the parent requests an independent educational evaluation at public expense, the district must, without unnecessary delay, either file a due process complaint to request a hearing under this chapter to show that its evaluation is appropriate, or ensure that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria. If the district files a due process complaint to request a hearing under this chapter and the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. A parent is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an independent educational evaluation at public expense or shares with the district an evaluation obtained at private expense, the results of the evaluation must be considered by the district, if it meets district criteria, in any decision made with respect to the provision of a free appropriate public education to the child and may be presented by any party as evidence at a hearing under this chapter regarding that child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. If an independent evaluation is made at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the district uses when it initiates an evaluation to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Each district shall provide to parents, on request, information about where an independent educational evaluation may be obtained.

For the purposes of this section, the term, independent education evaluation, means an evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. For purposes of this section, the term, public expense, means that the district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent consistent with §§ 24:05:14:01 to 24:05:14:01.05, inclusive. Except for the criteria described in this section, a district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense

- **Prior written notice; content of notice; 300.503; ARSD 24:05:30:04**

The district ensures prior written notice must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents.

- **Procedural safeguards notice; 300.504; ARSD 24:05:30:06.01; ARSD 24:05:30:06.02**

The district ensures a copy of the procedural safeguards is available to the parents of a child with a disability must be given to the parents only one time a school year, except that a copy must also be given to the parent:

- 1) Upon initial referral or parental request for evaluation;
- 2) Upon request by a parent;
- 3) In accordance with the discipline procedures in chapters 24:05:26 and 24:05:26.01; and
- 4) Upon receipt of the first state complaint under chapter 24:05:15 and first due process complaint under this chapter in a school year. A district may place a current copy of the procedural safeguards notice on its internet website if a website exists.

The district ensures the procedural safeguards notice must include a full explanation of all of the procedural safeguards available under this article and the state complaint procedures relating to:

- 1) Independent educational evaluation;
- 2) Prior written notice;
- 3) Parental consent;
- 4) Access to educational records;
- 5) Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
 - a) The time period in which to file a complaint;
 - b) The opportunity for the district to resolve the complaint; and
 - c) The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
- 6) The child's placement during pendency of any due process complaint;
- 7) Procedures for students who are subject to placement in an interim alternative educational setting;
- 8) Requirements for unilateral placement by parents of children in private schools at public expense; (9) The availability of mediation;
- 9) Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
- 10) Civil actions, including the time period in which to file those actions; and
- 11) Attorneys' fees.

The form of the notice must be consistent with § 24:05:30:06, including written evidence that the requirements in this section have been met.

- Use of electronic mail; 300.505; ARSD 24:05:30:06.03

The district ensures a parent of a child with a disability may elect to receive notices required by this chapter by an electronic mail communication.

- Availability of mediation; 300.506; ARSD 24:05:30:09

The district ensures a parent of a child with a disability may elect to receive notices required by this chapter by an electronic mail communication.

- Filing of due process complaints; 300.507; 300.508; 300.509; ARSD 24:05:30:07.01

A parent or the district may file a due process complaint on any matters relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child.

- Resolution process; 300.510; ARSD 24:05:30:08.09-.12

Within 15 days of receiving notice of the parent's due process complaint, and before the initiation of a due process hearing under this chapter, the district shall convene a meeting with the parent and the relevant member or members of the IEP team who have specific knowledge of the facts identified in the due process complaint. The meeting:

- 1) Shall include a representative of the district who has decision-making authority on behalf of the district; and
- 2) May not include an attorney of the district unless the parent is accompanied by an attorney. The parent and district shall determine the relevant members of the IEP team to attend the meeting.

The purpose of the resolution meeting is for the parent of the child to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the district has the opportunity to resolve the dispute that is the basis for the due process complaint.

The resolution meeting need not be held if:

- 1) The parent and the district agree in writing to waive the meeting; or
- 2) The parent and the district agree to use the mediation process described in this chapter.

If the district has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur.

Except as provided in § 24:05:30:08.14, the timeline for issuing a final decision in a due process hearing begins at the expiration of the 30-day period.

Except where the parties have jointly agreed to waive the resolution process or to use mediation, notwithstanding the above two paragraphs, the failure of the parent filing a due process complaint to participate in the resolution meeting delays the timelines for the resolution process and due process hearing until the meeting is held.

- **Impartial due process hearing; 300.511; ARSD 24:05:30:09.04**

If a due process complaint is received under this chapter, the parents or the district involved in the dispute shall have an opportunity for an impartial due process hearing, consistent with the procedures in this article.

- **Hearing rights; 300.512; ARSD 24:05:30:12**

Any party to a hearing, under this chapter or chapters 24:05:26 and 24:05:26.01, has the right to:

- 1) Be accompanied and advised by counsel and by individuals with special knowledge or training concerning the problems of children with disabilities, except that neither party has the right to be represented by a non-attorney at a hearing;
- 2) Present evidence and confront, cross-examine, and compel the attendance of witnesses;
- 3) Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
- 4) Obtain a written or, at the option of the parents, electronic verbatim record of the hearing; and
- 5) Obtain written or, at the option of the parents, electronic findings of fact and decisions. The public agency shall transmit those findings and decisions, after deleting any personally identifiable information, to the state advisory council and shall make those findings and decisions available to the public.

Parents involved in hearings must be given the right to have the child who is the subject of the hearing present and open the hearing to the public. The record of the hearing and the findings of fact and decisions must be provided at no cost to the parents.

- **Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11**

A parent or the district, if aggrieved by the decision of the hearing officer under this chapter or chapters 24:05:26 and 24:05:26.01, may bring a civil action with respect to a due process complaint notice requesting a due process hearing under the Individuals with Disabilities Education Act, 20 U.S.C. § 1415(i)(2). A civil action may be filed in either state or federal court without regard to the amount in controversy. The party bringing the action has 90 days from the date of a hearing officer's decision to file a civil action. In any action brought under this section, the court:

- 1) Shall review the records of the administrative proceedings;
- 2) Shall hear additional evidence at the request of a party; and
- 3) Basing its decision on the preponderance of the evidence, shall grant the relief that the court determines to be appropriate.

Nothing in Part B of the Individuals with Disabilities Education Act restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990 as amended to July 1, 2013, Title V of the Rehabilitation Act of 1973 as amended to July 1, 2013, or other federal laws protecting the rights of children with disabilities. However, before the filing of a civil action under these laws, seeking relief that is also available under section 615 of IDEA, the procedures under this chapter for filing a due process complaint must be exhausted to the same extent as would be required had the action been brought under section 615 of IDEA.

- **Status of child during due process proceedings; 300.518; ARSD 24:05:30:14**

Except as provided in chapters 24:05:26 and 24:05:26.01, during the pendency of any administrative hearing or judicial proceeding regarding a due process complaint notice requesting a due process hearing pursuant to this chapter, the child involved must remain in the present educational placement unless the state or school district and the parents agree otherwise. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings.

If the complaint involves an application for initial services under this article from a child who is transitioning from Part C of the IDEA to Part B and is no longer eligible for Part C services because the child has turned three, the district is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the district must provide those special education and related services that are not in dispute between the parent and the district.

If the decision of a hearing officer in a due process hearing agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the state and the parents for purposes of pendency.

- **Surrogate parents; children who are wards of the state; homeless youth; 300.519; ARSD 24:05:30:15**

The district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent, as defined in § 24:05:13:04, can be identified and the district, after reasonable effort, cannot locate a parent or if the child is a ward of the state or the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2009. A district's method for determining whether a child needs a surrogate parent must include the following:

- 1) The identification of staff members at the district or building level responsible for referring students in need of a surrogate parent;
- 2) The provision of in-service training on the criteria in this section for determining whether a child needs a surrogate parent; and
- 3) The establishment of a referral system within the district for the appointment of a surrogate parent.

If a child is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, if the surrogate meets the requirements of this section. The district superintendent or designee shall appoint surrogate parents. The district shall ensure that a person selected as a surrogate has no personal or professional interest that conflicts with the interest of the child the surrogate represents and has knowledge and skills that ensure adequate representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

A person assigned as a surrogate may not be an employee of the department, district, or any other agency that is involved in the education or care of the child. If a child is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents, without regard to the nonemployee provision above, until a surrogate parent can be appointed who meets all of the requirements of this section.

A person who otherwise qualifies to be a surrogate under the provisions of this section is not an employee of the agency solely because the person is paid by the agency to serve as a surrogate parent. The surrogate parent may represent the student in all matters relating to the identification, evaluation, educational placement, and provision of FAPE to the students.

- **Transfer of rights at age of majority; 300.520; ARSD 24:05:30:16.01**

Consistent with state law, when a child with a disability reaches the age of majority that applies to all children, except for an eligible child who has been determined to be incompetent, the following shall occur:

- 1) The school district shall provide any notice required by this article to both the individual and the parents;
- 2) All other rights accorded to parents under this article transfer to the child; and
- 3) All rights accorded to parents under this article transfer to children who are incarcerated in an adult or juvenile, state, or local correctional institution.

If a state transfers rights under this section, the district shall notify the individual and the parents of the transfer of rights. If, consistent with state law, an eligible child is determined not to have the ability to provide informed consent with respect to the educational program of the child, the district shall appoint the parent or, if the parent is not available, another appropriate individual to represent the educational interests of the child throughout the child's eligibility under this article.

- **Discipline procedures and manifestation determination; 300.530; ARSD 24:05:26:09.03**

Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the district, the parent, and relevant members of the student's IEP team, as determined by the parent and the

district, shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- 1) Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- 2) Whether the conduct in question was the direct result of the district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the student's disability if the district, the parent, and relevant members of the student's IEP team determine that a condition in either subdivision (1) or (2) of this section was met.

If the district, the parent, and relevant members of the student's IEP team determine that the condition described in subdivision (2) of this section was met, the district shall take immediate steps to remedy those deficiencies.

Determination of setting; 300.531; ARSD 24:05:26:09.2 The student's IEP team shall determine the interim alternative educational setting in which a student is placed under §§ 24:05:26:08.01, 24:05:26:02.01, and 24:05:26:09.05.

- **Determination of setting; 300.531; ARSD 24:05:26:09.2**

The student's IEP team shall determine the interim alternative educational setting in which a student is placed under §§ 24:05:26:08.01, 24:05:26:02.01, and 24:05:26:09.05.

- **Right of appeal of the determination of setting; 300.532; ARSD 24:05:26:09.05**

The parent of a child with a disability who disagrees with any decision regarding:

- 1) placement under these procedures, or
- 2) the manifestation determination

may request a hearing by filing a due process complaint consistent with this document. The district that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request a hearing by filing a due process complaint consistent with this document.

- **Placement during appeals; 300.533; ARSD 24:05:26:09.06**

A removal of a child with a disability from the child's current educational placement is a change of placement if:

- 1) The removal is for more than 10 school days in a row; or 2. The child has been subjected to a series of removals that constitute a pattern because: 1. The series of removals total more than 10 school days in a school year;
- 2) The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- 3) Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

The district determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

- **Protections for children not determined eligible for special education and related services; 300.534; ARSD 24:05:26:14**

A student who has not been determined to be eligible for special education and related services under this article and who has engaged in behavior that violated any rule or code of conduct of the school district, including any behavior described in this chapter, may assert any of the protections provided for in this article if the school district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. A school district is deemed to have knowledge that a student is a student with a disability if:

- 1) The parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services;
- 2) The parent of the student has requested an evaluation of the student pursuant to this article; or

- 3) The teacher of the student, or other personnel of the district or other public agency has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the district or to other supervisory personnel of the district.

A district is not deemed to have knowledge that the student is a student with a disability under this section, if the parent of the student has not allowed an evaluation of the student pursuant to this article, or has refused services under this article, or the district conducted an evaluation consistent with this article and determined that the student was not a student with a disability.

If the district does not have knowledge that a student is a student with a disability before taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors consistent with this chapter.

If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under this chapter, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability taking into consideration information from the evaluation conducted by the district and information provided by the parents, the district shall provide special education and related services in accordance with the provisions of this article including the discipline procedures and free appropriate public education requirements.

- Referral to action by law enforcement and judicial authorities; 300.535; ARSD 24:05:26:15

Nothing in Part B of the Individuals with Disabilities Education Act prohibits a school district from reporting a crime committed by a student with a disability to appropriate authorities or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

The district reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime. A school district reporting a crime under this chapter may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act, as amended to January 8, 2009.

- Change of placement due to disciplinary removals; 300.536; ARSD 24:05:26:02.01

For purposes of removal of a student with a disability from the student's current educational placement under this chapter, a change of placement occurs if:

- 1) The removal is for more than ten consecutive school days; or
- 2) The student is subjected to a series of removals that constitute a pattern because:
 - a) They cumulate to more than ten school days in a school year;
 - b) Of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; and
 - c) The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.

The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

SECTION VII: Evaluation 34 C.F.R. §300.122; ARSD 24:05:25

The district/cooperative and all member schools/districts will ensure that all children with disabilities are evaluated in accordance with 34 C.F.R. §§300.300 through 300.311. Specific references must include:

- Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01
- Initial evaluations; 300.301; ARSD 24:05:25:03
- Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03
- Re-evaluations; 300.303; ARSD 24:05:25:06

- Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04
- Determining eligibility; 300.306; ARSD 24:05:25:04.03
- Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that all children with disabilities are evaluated in accordance with the following regulatory provisions:

- Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01 ARSD.

Consent for Initial evaluation. Any school district proposing to conduct an initial evaluation to determine whether a child qualifies as a child with a disability will, after providing notice consistent with chapter 24:05:30, obtain informed consent from the parent of the child before conducting the evaluation

Parental consent for initial evaluation may not be construed as consent for initial provision of special education and related services.

The school district will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.

To meet the reasonable efforts requirement in this section, the district will document its attempts to obtain parental consent using the procedures in § 24:05:25:17.

Consent for reevaluation. Before conducting a reevaluation of an eligible child, parental consent is required, unless:

- 1) The school district can demonstrate that it has taken reasonable measures to obtain consent, and the child's parent has failed to respond; and
- 2) The school district documents its efforts to obtain consent by using the procedures consistent with § 24:05:25:17.

If the parent refuses to consent the reevaluation, the school district may, but is not required to, pursue the reevaluation by using the consent override procedures described in chapter 24:05:30 including mediation and due process hearing procedures.

- Initial evaluations; (Preplacement evaluations, ARSD 24:05:25:03)

Preplacement evaluation. Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual initial evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Initial evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents.

Written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 calendar days from the end of the 25 school day evaluation timeline. If another timeline for completing the evaluation process is agreed to by the parent and school administration, the written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 days from the end of agreed upon evaluation timeline.

Consistent with the consent requirements in this section, either a parent of a child or a school district may initiate a request for an initial evaluation to determine whether the child is a child with a disability

- Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

- Re-evaluations; 300.303; ARSD 24:05:25:06

Douglas School District shall ensure that a reevaluation of each child with a disability is conducted in accordance with this chapter if the district determines that the educational or related service needs, including improved academic achievement and functional performance of the child, warrant a reevaluation, or if the child's parents or teacher requests a reevaluation.

A reevaluation conducted under this section may occur not more than once a year, unless the parent and district agree otherwise, and must occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.

Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents consistent with § 24:05:25:03.

The district shall follow the procedures under §24:05:25:04.02 for determining needed evaluation data when reevaluating a student for the additional purposes of:

- 1) Determining whether the child continues to have a disability and determining the educational needs of the child.
- 2) Determining the present levels of academic achievement and related developmental needs of the child;
- 3) Determining whether the child continues to need special education and related services; and
- 4) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

If no additional data are needed to determine continuing eligibility and the child's educational needs, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of determining the child's educational needs under article 24:05, and to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under article 24:05 due to graduation from a secondary school with a regular high school diploma, or exceeding the age eligibility for FAPE.

- Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04

The district shall ensure, at a minimum, that evaluation procedures include the following:

- 1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:
 - a) Are used for the purposes for which the assessments or measures are valid and reliable; and
 - b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;
- 2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
- 3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the assessment purports to measure;
- 4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;
- 5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:
 - a) Whether the child is a child with a disability; and
 - b) The content of the child's IEP, including information related to enabling the child:
 - i) To be involved in and progress in the general education curriculum; or
 - ii) For a preschool child, to participate in appropriate activities;
- 6) Technically sound instruments, assessment tools, and strategies are used that:
 - a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and

- b) Provide relevant information that directly assists persons in determining the educational needs of the child;
- 7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
- 8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with district policies and procedures for evaluation, to ensure prompt completion of full evaluations.

Determining eligibility; 300.306; ARSD 24:05:25:04.03

Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals required by district policy shall determine whether the student is a student with a disability, and shall determine the educational needs of the child, as defined in article 24:05. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under § 24:05:24.01.

In interpreting evaluation data for the purpose of determining eligibility and determining the educational needs of the child in making placement decisions, including decisions regarding preschool children, each school district shall do the following:

- i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
- ii) Ensure that information obtained from all of these sources is documented and carefully considered;
- iii) Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
- iv) Ensure that the placement decision is made in conformity with the least restrictive environment rules in district policy; and
- v) Ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.

If a determination is made that a child is disabled and needs special education and related services, an individual education program must be developed for the child in accordance with least restrictive environment requirements.

- **Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12**

Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of:

- 1) Whether the child has a specific learning disability;
- 2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section;
- 3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
- 4) The educationally relevant medical findings, if any;
- 5) Whether:
 - a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and
 - b) The child does not make sufficient progress to meet age or state approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development.
- 6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level;

- 7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention:
 - a) The instructional strategies used and the student-centered data collected; and
 - b) The documentation that the child's parents were notified about:
 - i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
 - ii) Strategies for increasing the child's rate of learning; and
 - iii) The parent's right to request an evaluation;
- 8) If using the discrepancy model, the group finds that the child has a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more of the eligibility areas, the group shall consider regression to the mean in determining the discrepancy; and
- 9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.

Group members to certify report in writing. Each group member shall certify in writing whether the report reflects his conclusion. If it does not reflect a group member's conclusion, the group member must submit a separate statement presenting his conclusions.

Response to intervention model. School districts that elect to use a response to intervention model as part of the evaluation process for specific learning disabilities shall submit to the state for approval a formal proposal that at a minimum addresses the provisions in district policy for documenting eligibility for specific learning disability.

SECTION VIII: Confidentiality 34 C.F.R. 300.123; ARSD 24:05:29, ARSD 24:05:21:05

The district/cooperative and all member schools/districts will ensure compliance with all regulations regarding the confidentiality of records and information, as noted in 34 C.F.R. §§300.610 through 300.626. Specific references must include:

- Notice requirements to parents; 300.612; ARSD 24:05:29:18
- Access rights; 300.613; ARSD 24:05:29:04
- Record of access; 300.614; ARSD 24:05:29:05
- Records on more than one child; 300.615; ARSD 24:05:29:06
- List of types and locations of information; 300.616; ARSD 24:05:29:07
- Fees for copies of records; 300.617; ARSD 24:05:29:08
- Amendments to records at parent's request; 300.618; ARSD 24:05:29:09
- Opportunity for a hearing; 300.619; ARSD 24:05:29:10
- Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12
- Parental consent for the release of records; 300.622; ARSD 24:05:29:13
- Safeguarding of records; 300.623; ARSD 24:05:29:14
- Destruction of information; 300.624; ARSD 24:05:29:15
- Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16
- Enforcement; policies and procedures; 300.626; ARSD 24:05:29:17
- Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures the compliance with all regulations regarding the confidentiality of personally identifiable information and all records according to 34 CFR 300.610 through 300.626.

- Notice requirements to parents; 300.612; ARSD 24:05:29:18

Annual notification of rights. Each school district shall annually notify parents of students currently in attendance at the agency or institution of their rights under the Family Educational Rights and Privacy Act (Act) and this section. The notice must inform the parent or eligible student that the parent or eligible student has a right to do the following:

- a. Inspect and review the student's education records;
- b. Seek amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

- c. Consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that the Act and the regulations in this section authorize disclosure without consent;
- d. File with the U.S. department of education a complaint concerning alleged failures by the agency or institution to comply with the requirements of the Act and this section;

The notice shall also include the procedures for exercising the right to inspect and review education records, the procedures for requesting the amendment of records and, if the educational agency or institution has a policy of disclosing education records, a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

The district may provide this notice by any means that are likely to inform the parents and eligible students of their rights and that will effectively notify parents of students who have a primary or home language other than English, and parents or eligible students who are disabled.

- Access rights; 300.613; ARSD 24:05:29:04

The school district shall permit parents to inspect and review any education records relating to their student which are collected, maintained, or used by the agency under this section. The agency shall comply with a request without unnecessary delay and before any meeting regarding an individual education program or hearing relating to the identification, evaluation, or placement of the student, or discipline hearing or resolution session and in no case more than 45 calendar days after the request has been made.

The right to inspect and review education records under this section includes the following:

- a) The right to response from the district to reasonable requests for explanations and interpretations of the records;
- b) The right to request that the district provide copies of the records containing the information if failure to provide these copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- c) The right to have a representative of the parent inspect and review the records.

The district may presume that the parent has authority to inspect and review records relating to his child unless the agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, divorce, or custody.

- Record of access; 300.614; ARSD 24:05:29:05

The district shall keep a record of parties obtaining access to education records collected, maintained, or used under this section, except access by parents and authorized employees of the district, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. A parent or eligible student may inspect this record on request.

- Records on more than one child; 300.615; ARSD 24:05:29:06

If any education record includes information on more than one child, the parents of those children may inspect and review only the information relating to their child or to be informed of that specific information.

- List of types and locations of information; 300.616; ARSD 24:05:29:07

The district shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the district.

- Fees for copies of records; 300.617; ARSD 24:05:29:08

The district may charge a fee for copies of records which are made for parents under this section if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The district may not charge a fee to search for or retrieve information under this section.

- Amendments to records at parent's request; 300.618; ARSD 24:05:29:09

A parent who believes that information in education records collected, maintained, or used under these rules is inaccurate or misleading or violates the privacy or other rights of the student may request the district which maintains the information to amend the information.

The district shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the district decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.

- **Opportunity for a hearing; 300.619; ARSD 24:05:29:10**

The district shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

- **Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12**

At a minimum, the district's hearing procedures must include the following elements:

- a) The hearing must be held within 30 days after the district received the request, and the parent of the student or eligible student shall be given notice of the date, place, and time 5 days in advance of the hearing;
- b) The hearing may be conducted by any party, including an official of the district, who does not have a direct interest in the outcome of the hearing;
- c) The parent of the student or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or be represented by individuals of his choice at his own expense, including an attorney;
- d) The district shall make its decision in writing within 30 days after the conclusion of the hearing; and
- e) The decision of the district shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the information accordingly and inform the parents in writing.

If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parents of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district.

Any explanation placed in the records of the student under this section must be maintained by the district as part of the records of the student as long as the record or contested portion is maintained by the district. If the records of the student or the contested portion is disclosed by the district to any party, the explanation must also be disclosed to the party.

- **Parental consent for the release of records; 300.622; ARSD 24:05:29:13**

Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies collecting or using the information under article 24:05 or used for any purpose other than meeting a requirement under this chapter, unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA. The district may not release information from education records to participating agencies without parental consent except as follows:

- 1) An educational agency or institution may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student if the disclosure is to other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests or to officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in subdivision (2) of this section; and
- 2) An educational agency or institution that discloses the education records of a student pursuant to subdivision (1) of this section shall make a reasonable attempt to notify the parent of the student or the eligible student at the last known address of the parent or eligible student, unless the disclosure is initiated by the parent or eligible student.

If the agency or institution includes in its annual notice of parent's rights that it is the policy of the public agency to forward education records on request to a school in which a student seeks or intends to enroll, then the public agency does not have to provide any further notice of the transfer of records.

Notwithstanding the FERPA exceptions for releasing information from education records without parental consent, including the annual notice provision, if a student is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

An educational agency receiving personally identifiable information from another educational agency or institution may make further disclosures of the information on behalf of the educational agency without the prior written consent of the parent or eligible student if the conditions of subdivisions (1) and (2) of this section are met and if the educational agency informs the party to whom disclosure is made of these requirements.

- Safeguarding of records; 300.623; ARSD 24:05:29:14

The district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official in the district shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the provisions of this section concerning personally identifiable information.

The district shall maintain for public inspection a current listing of the names and positions of those employees within the district who may have access to personally identifiable information on student in need of special education or special education and related services.

- Destruction of information; 300.624; ARSD 24:05:29:15

The district shall inform parents when personally identifiable information collected, maintained, or used under this section is no longer needed to provide educational services to the student. The information no longer needed must be destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, the student's grades, attendance record, classes attended, and grade level completed may be maintained without time limit.

- Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16

All of the parental rights in this section are extended to the child upon reaching the age of 18 unless the child has been declared incompetent by the courts, consistent with the transfer of student rights at age of majority, including taking into consideration the type or severity of a child's disability

- Enforcement; policies and procedures; 300.626; ARSD 24:05:29:17

The department of education, special education programs, is the entity responsible for ensuring the district complies with the requirements on confidentiality of information through on-site monitoring, approval of comprehensive plans, and complaint resolution. Sanctions for noncompliance include the disapproval of local special education programs and the withholding of state and federal funds.

- Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05

The district shall cooperate in the U.S. Secretary of Education's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children.

SECTION IX: Transition from Part C to Part 34 B C.F.R. § 300.124; ARSD 24:05:27:21

The district/cooperative and all member schools/districts will ensure that children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B, experience a smooth and effective transition to those preschool programs. By the third birthday of such a child, an individualized education program (IEP) or, if consistent with 34 C.F.R. § 300.323(b), in individualized family service plan (IFSP), has been developed and is being implemented for the child. The local education agency (LEA) will participate in transition planning conferences arranged by the designated lead agency.

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that children participating in early intervention programs under Part C, and who will participate in preschool programs under Part B experience a smooth and effective transition to district preschool programs. Further, each eligible child with a disability will have in place at the time of their third birthday, an appropriate IEP or IFSP for the provision of special education and related services has been developed and implemented. The district participates in transition planning conferences as coordinated by the local Part C agency.

The State Part C coordinator contacts the district to alert them of the child turning 3. Several months before a B-3 child turns 3, the district will initiate evaluation procedures to determine potential eligibility for Part B and they will hold an eligibility meeting at least 90 days, but not more than 9 months prior to the child turning 3. This evaluation planning includes contact and input from the child's family. When the child turns 3, the district will begin monitoring progress through quarterly progress notes.

SECTION X: Private School Placements; 34 C.F.R. §§ 300.129 – 300.148; 24:05:31, ARSD 24:05:32

The district/cooperative and all member schools/districts will ensure that all responsibilities to children placed in private schools within the jurisdiction of the LEA are met. Consistent with the number and location of children with disabilities within the jurisdiction of the district/cooperative, such students enrolled in private elementary and secondary schools will have provisions made for the participation in programs assisted or carried out under Part B for the purpose of providing special education and related services. Specific references must include:

- Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01
- Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01:01
- Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01, ARSD.
- Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01:02
- Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01:05
- Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01:06
- Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01:07
- Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02,
- Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02
- Location of services and transportation; 300.139; ARSD 24:05:32:03.03
- Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04
- Requirements that funds not benefit a private school; 300.141; ARSD 24:05:32:12
- Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13
- Prohibition on separate classes; 300.143; ARSD 24:05:32:11
- Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16
- Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02
- Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures compliance with 34 CFR 300.129 through 300.148, governing private school placements within the boundaries of the district, Through consultation with private school representatives, the district ensures that it will locate, identify and evaluate all children with disabilities who are enrolled by their parents in a private school within the district's boundaries. For all eligible students with disabilities enrolled in private schools by their parents, a service plan will be developed in accordance with 300.132, and records maintained documenting the number of students evaluated and served in these settings.

- Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01

The district understands that *parentally-placed private school children with disabilities* means children with disabilities enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary school in §300.13* or secondary school in § 300.36**, other than children with disabilities covered under §§300.145 through 300.147***.

- ***§ 300.13 Elementary school.** *Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law.*
- **** § 300.36 Secondary school.** *Secondary school means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12.*
- ***** § 300.145 Applicability of §§ 300.146 through 300.147.** *Sections 300.146 through 300.147 apply only to children with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services.*

- Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01.01

The Douglas School District will locate, identify, and evaluate all private school children with disabilities, including religious-school children, and children receiving alternative instruction under SDCL 13-37-1.1 residing in the jurisdiction of the district. The activities undertaken to carry out this responsibility for private school children with disabilities must be comparable to activities undertaken for children with disabilities in public schools.

- Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01

The district will write a services plan to guarantee the services for parentally-placed private school children with disabilities, with a representative of the private school in attendance (or participating by phone).

- Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01.02

The district will spend an amount, proportional to federal sub grants received, for the special education of children with disabilities in parentally-placed private schools within the district. If there are any excess funds, they may be carried over to a maximum of one year.

- Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01.05

When deciding how to spend federal funds designated for children with disabilities parentally-placed in private schools, the district will consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities.

- Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01.06

When deciding how to spend federal funds designated for children with disabilities parentally-placed in private schools, the district will consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities.

- Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01.07

The district understands that private school officials have the right to submit a state complaint about consultation or other related matters. If this occurs, the school district will forward its relevant documentation to the department.

- Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02

The district determines the services for parentally-placed private school students with disabilities through the general process agreed through consultation with the private school officials and representative parents. Then specific services are written through the services plan created for each child.

- Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02

The district agrees to provide the same quality of personnel and services for private school students as would have been provided for public school students. Additionally, the services, material, and equipment must be secular, neutral, and non-ideological. However, the amount of services may be less than what would have been received had the student been enrolled in the public school district.

- Location of services and transportation; 300.139; ARSD 24:05:32:03.03

The district understands that special education and related services may be provided at the private school site, but the district may not be required to transport students with disabilities from the home to the private school site.

- Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04

The district understands that even though due process complaints and hearings would not occur related to the provision of special education services for parentally-placed private school students with disabilities, they could occur related to Child Find.

- Requirements that funds not benefit a private school; 300.141; ARSD 24:05:32:12

A school district may not use IDEA Section 619 Preschool or Part B funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The school district shall use funds provided under Part B of the Individuals with Disabilities Education Act to meet the special education and related services needs of students enrolled in private schools, but not for:

- 1) The needs of a private school; or
- 2) The general needs of the students enrolled in the private school.

- Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13

The district understands that it may use funds to make personnel available for the provision of special education and related services in private schools.

- Prohibition on separate classes; 300.143; ARSD 24:05:32:11

The district understands that it is not allowed to use the funds to create separate classes to segregate children with disabilities separately.

- Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16

The district understands that it is still responsible to account for property, equipment, and supplies placed in private schools for parentally-placed private school students with disabilities. Such inventory will be removed from the private school when it is no longer needed there

- Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02

The district understands that it is still responsible for Child Find for students placed in private schools by public agencies, but the state is responsible for the costs of special education and related services.

- Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

The district understands that if a student with a disability is placed in a private school because the school district could not provide FAPE, then the school district may be responsible for the costs of the education.

SECTION XI: Compliance with SEA General Supervision Requirements and Implementation of Procedural Safeguards; 34 C.F.R. §§ 300.149 – 300.150; ARSD 24:05:30:01, ARSD 24:05:20:18; State Complaint Procedures; 34 C.F.R. §§ 300.151 – 300.153; ARSD 24:05:15

The district/cooperative and all member schools/districts will ensure compliance with all SEA procedures under general supervision and that programs meet the standards of the SEA. Specific references must include:

- Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:20:18; ARSD 24:05:30:01
- State complaint procedures; 300.151-153; ARSD 24:05:15

District Narrative: Review cited regulation to describe local implementation.)

The Douglas School District will comply with any and all requests for information from the South Dakota Department of Education, Special Programs Office related to its obligation to provide general supervision over LEAs in the state. This includes any and all requests for information or data related to monitoring and compliance with regulations as established by the SEA.

- Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:30:01

The district shall establish, maintain, and implement procedural safeguards which meet the requirements of the chapter ARSD 24:05:30.

- State complaint procedures; 300.151-153; ARSD 24:05:15

A complaint is a written signed statement by an individual or organization, including an individual or organization from another state, containing a statement that the department of education or a school district has violated a requirement of federal or state statutes, rules, or regulations that apply to a program and a statement of the facts on which the complaint is based. The complaint must allege a violation that occurred not more than one year before the date the complaint is received by the department. The written signed statement shall also include:

- 1) The signature and contact information for the complainant; and
- 2) If alleging violations with respect to a specific child:
 - a) The name and address of the residence of the child;
 - b) The name of the school the child is attending;
 - c) In the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending;
 - d) A description of the nature of the problem of the child, including facts related to the problem; and
 - e) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

An organization or individual may file a written, signed complaint with the state director of special education. The party filing the complaint shall forward a copy of the complaint to the school district serving the child at the same time the party files the complaint with the department.

If the complaint is against a school district, the following steps shall be taken:

- 1) The state director of special education shall appoint a complaint investigation coordinator from the department's special education programs. The coordinator and any consultants may conduct an independent on-site investigation if it determines that one is necessary;
- 2) The complainant may submit additional information, either orally or in writing, about the allegations in the complaint; ,
- 3) The school district may respond to the complaint, including, at a minimum:
 - a) At the discretion of the school district, a proposal to resolve the complaint; and
 - b) An opportunity for a parent who has filed a complaint and the school district to voluntarily engage in mediation consistent with this article;
- 4) The complaint coordinator and any consultants shall make a recommendation to the state director of special education;
- 5) After reviewing all relevant information, the state director of special education shall make an independent determination as to whether the complaint is valid, what corrective action is necessary to resolve the complaint,

- and the time limit during which corrective action is to be completed. The state director of special education shall submit a written report of the final decision to all parties involved;
- 6) The written report shall address each allegation in the complaint, contain findings of fact and conclusions, and include reasons for the final decision;
 - 7) If the complaint is valid, the state director of special education shall find the school district out of compliance with federal and state statutes and rules;
 - 8) If corrective action is not completed within the time limit set, including technical assistance and negotiations, the department shall withhold all federal funds applicable to the program until compliance with applicable federal and state statutes and rules is demonstrated by the school district;
 - 9) When the school district demonstrates completion of required correction action, the department's Office of Finance and Management shall be notified by the state director of special education, and all moneys withheld shall be paid to the school district; and
 - 10) Documentation supporting the corrective actions taken by a school district shall be maintained by the department's special education programs and incorporated into the state's monitoring process.

All complaints must be resolved within 60 days after receipt of the complaint by the state director of special education except as stated in this section. The time limit of 60 days may be extended only under exceptional circumstances as determined by the state director of special education, such as the need for additional time to provide necessary information. Under these circumstances, an extension of time may not exceed 30 days in any one instance.

In addition, the 60-day time limit may be extended, if the parent, individual, or organization and the school district involved in the complaint agree to engage in mediation in order to attempt to resolve the issues specified in the complaint.

The South Dakota Department of Education, Special Education Programs, shall inform parents and other interested individuals, including parent training centers, protection and advocacy agencies, independent living centers, and other appropriate entities about the state's complaint procedures by taking the following actions:

- 1) Conducting parent surveys through the state's monitoring process;
- 2) Providing copies of the state's procedures to parent and advocacy groups across the state;
- 3) Notifying local school districts through statewide memoranda;
- 4) Presenting state procedures at statewide conferences; and
- 5) Disseminating copies to parent training and information centers, independent living centers, protection and advocacy agencies, and other appropriate entities.

If a written complaint is received that is also the subject of a due process hearing under this article or contains multiple issues, of which one or more are part of that hearing, the department shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described in this chapter.

If an issue is raised in a complaint filed under this section that has previously been decided in a due process hearing involving the same parties the hearing decision is binding on that issue and the department shall inform the complainant to that effect. A complaint alleging a school district's failure to implement a due process decision must be resolved by the department.

SECTION XII: FAPE Methods of Ensuring Services 34 C.F.R. § 300.154; ARSD 24:05:14:01.03, ARSD 24:05:14:01.06

The district/cooperative and all member schools/districts will ensure that public and/or private benefits available to a student with a disability are used appropriately, and that parents incur no cost in the provision of those services necessary for FAPE. Specific references must include:

- Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03
- Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03
- Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that public and private benefits available to a student with a disability will be used appropriately to support the provision of FAPE at no cost or harm to the parents.

- Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03

The district may use the Medicaid or other public benefits or insurance programs in which a student participates to provide or pay for services required under this article as permitted under the public benefits or insurance program, except as provided in this section. With regard to services required to provide FAPE to an eligible student under this article the public agency:

- 1) May not require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- 2) May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to this article, but pursuant to § 24:05:14:01.06, may pay the cost that the parent otherwise would be required to pay;
- 3) May not use a student's benefits under a public benefits or insurance program if that use would:
 - a) Decrease available lifetime coverage or any other insured benefit;
 - b) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - c) Increase premiums or lead to the discontinuation of benefits or insurance; or
 - d) Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures;
- 4) Must provide written notification to the student's parents pursuant to § 24:05:14:01.04; and
- 5) Must obtain written parental consent consistent with § 24:05:29:13 before accessing a student's or parent's public benefits or insurance for the first time specifying:
 - a) Personally identifiable information, as defined in § 24:05:29:02(12), that may be disclosed (e.g., records or information about the services that may be provided to a particular student);
 - b) The purpose of the disclosure (e.g., billing for services under this article);
 - c) That disclosure will be made to the state Medicaid agency; and
 - d) That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under this article. Before accessing a student's or parent's public benefits or insurance to pay for services under this article.

Before accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district will provide written notification consistent with § 24:05:30:06 to the student's parents that includes a statement:

- 1) Of the parental consent and no cost requirements in § 24:05:14:01.03;
 - 2) That parents have the right under FERPA, as defined in § 24:05:29:02(1), and Part B of the IDEA to withdraw their consent to disclosure of their student's personally identifiable information to the state Medicaid agency at any time; and
 - 3) That the withdrawal of consent or refusal to provide consent under FERPA and Part B of the IDEA to disclose personally identifiable information to the state Medicaid agency does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.
- **Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03**

With regard to services required to provide FAPE to an eligible student under this article, the district may access a parent's private insurance proceeds only if the parent provides informed consent consistent with this article. Each time the district proposes to access the parent's private insurance proceeds, it will:

1. Obtain parent consent in accordance with this article; and
 2. Inform the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.
- **Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06**

If the district is unable to obtain parental consent to use the parent's private insurance, or public benefits or insurance if the parent would incur a cost for a specified service required under this article, to ensure FAPE, the district may use funds obtained through Part B of IDEA to pay for the service.

To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parent would incur a cost, the district may use funds obtained through Part B of IDEA to pay the cost the parents otherwise would have to pay to use the parent's benefits or insurance (e.g., the deductible or co-pay amounts).

Proceeds from public benefits or insurance or private insurance may not be treated as program income for purposes of 34 C.F.R. § 80.25.

If the district spends reimbursements from federal funds (e.g., Medicaid) for services under this article, those funds are not considered "state or local" funds for purposes of the maintenance of effort provisions in this article.

SECTION XIII: Hearings Related to LEA Eligibility 34C.F.R. § 300.155; ARSD 24:05:2023:01

The district/cooperative and all member schools/districts understand their right to a hearing regarding any final determination of the SEA on eligibility for funding under Part B.

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District understands it has a right to a hearing before the SEA makes any final determination regarding eligibility for funding under Part B.

SECTION XIV: Personnel Qualifications 34 C.F.R. § 300.156; ARSD 24:05:16:16 & ARSD 24:05:16:01

The district/cooperative and all member schools/districts will ensure that personnel necessary to carry out the provision of special education and related services are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities, including related service personnel and paraprofessionals. Each district/cooperative will take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities (24:05:16:05, ARSD).

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensure that only appropriately certified and/or licensed professionals will be employed to provide services to students with disabilities. In addition, the district will provide ongoing training to all staff and paraprofessionals to assist all in the provision of services to students with disabilities. Further, the district ensures that each special education teacher at the elementary, middle, and high school level is highly-qualified per the standards of the ESEA. The district will take steps to recruit, hire, train and retain highly qualified personnel as specified under SD administrative rule.

- Personnel qualifications; ARSD 24:05:16:16

To ensure that all personnel necessary to carry out the purposes of Part V and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, including ensuring that those personnel have the content knowledge and skills to serve children with disabilities, the department shall determine that all personnel providing special education or related services, including related services, paraprofessionals and assistants, early intervention, and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing special education or related services. The department shall ensure that related services personnel who deliver services in their discipline or profession meet the requirements of this section and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

- Paraprofessionals and assistants; ARSD 24:05:16:16:01

Paraprofessionals and assistants who are appropriately trained and supervised in accordance with this section may be used to assist in the provision of special education and related services to children with disabilities under Part B of the Individuals with Disabilities Education Act. At a minimum, the following standards must be met:

1. Paraprofessionals must have a high school diploma or GED;
2. Paraprofessionals must work within defined roles and responsibilities as identified by the school district;
3. Paraprofessionals must work under the supervision of, and be evaluated by, certified staff; and
4. Each school district must describe the training to be provided paraprofessionals in the staff development component of the district's comprehensive plan under § 24:05:16:05.

SECTION XV: Performance Goals and Indicators 34 C.F.R. § 300.157; ARSD 24:05:14:13

The district/cooperative and all member schools/districts will ensure the implementation of state established performance goals and indicators for students with disabilities within their jurisdiction. Specific reference must include:

- Student information management system (SIMS)

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District will comply with all requests by the SEA for data submission that is instrumental in monitoring the performance of the student population with respect to state established performance goals and indicators, and will submit such data on a timely basis. District personnel responsible for data submission may include district administrators and clerical staff.

SECTION XVI: Participation in Assessments 34 C.F.R. § 300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01

The district/cooperative and all member schools/districts will ensure that all children with disabilities are included in all general State and districtwide assessment programs, including those assessments described under section 1111 of the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments where necessary, and as indicated in their respective individual education programs (IEP).

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that all students with disabilities will be included in state and district assessments, with appropriate accommodations and alternate assessments when necessary. Parents will be informed of their child's participation during the course of the IEP meeting, including any necessary accommodations or any assessment that will be based on alternate or modified achievement standards.

The district will provide all necessary data to the SEA on the participation of students with disabilities in state and district wide testing programs and will, to the extent possible, utilize universal design principles in the development and administration of any assessments.

SECTION XVII: Supplementation of State, local, and other Federal Funds 34 C.F.R. §§ 300.162-163; ARSD 24:05:19:0

The district/cooperative and all member schools/districts will ensure the appropriate use of funds under Part B, consistent with 34 C.F.R. § 300.202(a)(1)(2)(3), to pay for the excess costs of providing special education and related services to children with disabilities within their jurisdiction and that such funds will be used to supplement state, local, and Federal funds, not supplant those funds.

- Maintenance of effort; 300.163; ARSD 24:05:19:08.03

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures appropriate use of funds under Part B to pay for the excess costs of providing special education and related services to children with disabilities. Available funding will be used to supplement state, local, and federal funds, and not supplant those funds.

SECTION XVIII: Public Information 34 C.F.R. § 300.165; ARSD 24:05:20:02

The district/cooperative and all member schools/districts will ensure that prior to the adoption of any policies necessary to comply with the requirements under Part B, including any amendments to policies and procedures, there will be public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of individuals with disabilities. The district/cooperative will make available to parents of children with disabilities and the general public all documents relating to the district/cooperative eligibility under Part B of the IDEA.

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District ensures that prior to the adoption of any policies or procedures that are needed to comply with Part B regulations, that there will be an opportunity for public input at a hearing with adequate notice of the hearing and the opportunity to provide input.

The annual submission of the Part B application will be preceded by adequate notice of a public hearing as part of the school board agenda, with an opportunity for public comment. All Part B applications are available to the public at their request through the district office and are available on the district's website.

SECTION XIX: State Advisory Panel 34 C.F.R. § 300.167-169; ARSD 24:05:14:18-19

The district/cooperative and all member schools/districts support the work of the State Advisory Panel to provide policy guidance to the SEA with respect to special education and related services for children with disabilities.

District Narrative: (Review cited regulation to describe local implementation.)

The Douglas School District supports the work of the State Special Education Advisory Panel and will refer interested parents to the appropriate state contact if they are interested in serving on the panel.

SECTION XX: Other Required Provisions 34 C.F.R. § 300.170 through 300.174.

The district/cooperative and all member schools/districts will ensure the following specific provisions have consistent policies for implementation at the local level. Specific references must include:

- Suspension and expulsion rates; 300.170; ARSD 24:05:14:16
- Annual description of Part B funds; 300.171; ARSD 24:05:21:03
- Access to instructional materials (NIMAC); 300.172; ARSD 24:05:14:17
- Over-identification and disproportionality; 300.173; ARSD 24:05:17:10
- Prohibition on mandatory medication; 300.174; ARSD 24:05:14:21

District Narrative:

The Douglas School District ensures that the specific provisions of 300.170 through 300.173 and 24:05:21:04, ARSD have been implemented at the district level, consistent with state policy.

- Suspension and expulsion rates; 300.170; ARSD 24:05:14:16

The department shall examine data, including data disaggregated by race and ethnicity, from local education agencies and other state agencies, as appropriate, to determine whether significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among local educational agencies in the state or compared to the rates for nondisabled children within the agencies. If discrepancies are occurring, the department shall review and, if appropriate, revise or require the affected local education agency or state agency to revise its policies, procedures, and practices relating to:

1. The development and implementation of individualized education programs;
2. The use of positive behavioral interventions and supports; and
3. Procedural safeguards to ensure that these policies, procedures, and practices comply with the Individuals with Disabilities Education Act, Part B.

The district will submit data on suspension and/or expulsion with students with disabilities on an annual basis. If significant discrepancies are occurring, the district may be required to revise its policies, procedures, and practices relating to the development and implementation of IEP's, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, and practices comply with federal and state statute, rules, and regulations.

- Annual description of Part B funds; 300.171; ARSD 24:05:21:03

The information required in the district's comprehensive plan coupled with statements of expenditures, descriptions of the annual use of IDEA, Part B funds, and certification of federal assurances establish a district's eligibility for funds under the Individuals with Disabilities Education Act, Part B.

- Access to instructional materials (NIMAC); 300.172; ARSD 24:05:14:17

The department shall adopt the National Instructional Materials Accessibility Standard (NIMAS), for the purposes of providing instructional materials to blind persons or other persons with print disabilities. Blind persons or other persons with print disabilities means children served under this article who qualify to receive books and other publications produced in specialized formats in accordance with the federal Act to Provide Books for Adults who are Blind, in accordance with 2 U.S.C. 135a, as amended to January 1, 2007.

In implementing NIMAS, the department shall coordinate with the National Instructional Materials Accessibility Center (NIMAC), and the department:

1. As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, shall enter into a written contract with the publisher of the print instructional materials to:
 - a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or
 - b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats;
2. Shall provide instructional materials to blind persons or other persons with print disabilities in a timely manner. In carrying out this section, the district, to the maximum extent possible, shall work collaboratively with the state agency responsible for assistive technology programs.

- **Over-identification and disproportionality; 300.173; ARSD 24:05:17:10**

The department shall provide for the collection and examination of data to determine whether any inappropriate over identification or significant disproportionality based on race and ethnicity is occurring in the state and in districts of the state with respect to:

1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in chapter 24:05:24.01;
2. The placement in particular educational settings of these children; and
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of inappropriate over identification or significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular settings of these children, the department shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to serve children in the district, particularly, but not exclusively, children in those groups that were significantly over identified under this section; and require the district to publicly report on the revision of policies, practices, and procedures described under this section.

The district will submit annual child count data on the identification of students with disabilities. In the case of a determination of inappropriate over identification or significant disproportionality with respect to the identification of children with disabilities, or the placement in particular settings of these children, the Department Of Education shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification for placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to children in the district, particularly, not exclusively, children in those groups that were significantly over identified under this section: and require the district to publically report on the revision of policies, practices, and procedures described under this section.

- i. Procedures for collection, maintaining, and reporting current and accurate data on all child identification activities are ongoing and include children not currently enrolled in the public schools education program. Douglas School District will maintain a file documenting its child find activities. The file may include:
 1. Annual Student Information Systems data (SIMS)
 2. Child identification news release information
 3. Written material of services available
 4. Screening press releases
 5. Parent right brochures
 6. Referral forms
 7. Student handbook or newsletter containing pertinent data
 8. Any other written material developed and used to support the on-going child identification process including information from all public and private agencies and institutions located within the jurisdiction of the district.
- b. A practical method of determining which children are currently receiving needed special education or special education and related services. Documentation supporting the implementation of a local school district's child identification system shall be maintained by the district for review by Special Education Program staff during on-site monitoring visits and must include annual child count data submitted to the division for approval. Each superintendent or designee shall annually complete the information required in the Student Information Management Systems (SIMS) provided by the Department of Education no later than December 1st.
 - i. Information will be gathered from the student IEPs and other data collected and maintained by the district for inclusion in the SIMS report.
 - ii. The Director of Special Education shall certify in writing that the information provided is an accurate and unduplicated count of disabled children receiving special education or special education and related services within the district.

- Use of the term developmental delay; ARSD 24:05:24.01:09

The Douglas School District has adopted the term developmental delay for students within its jurisdiction. Because the Douglas School District uses the term developmental delay, it agrees to conform to both the division's definition of the term (listed below) and to the age range that has been adopted by the division.

Developmental delay defined. A student ~~three, four, or five~~ **who is at least three years old but less than 9** years old may be identified as a student with a disability if the student has one of the major disabilities listed in district policies and procedures or if the student experiences a severe delay in development and needs special education and related services.

A student with a severe delay in development functions at a developmental level two or more standard deviations below the mean in any one area of development specified in this section or 1.5 standard deviations below the mean in two or more areas of development. The areas of development are cognitive development, physical development, communication development, social or emotional development, and adaptive development.

The Douglas School District shall ensure that all of the student's special education and related services needs that have been identified through the evaluation procedures described under district policies and procedures are appropriately addressed.

- Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01

Douglas School District ensures that children who may be suspected of having a disability, and in need of special education, are subject to child find requirements even though they are advancing from grade to grade.

- Children who are highly mobile, including migrant children, 300.111(c)(2).

Douglas School District ensures that children who reside within the school district and are highly mobile, including migrant children, are subject to child find requirements. Douglas School District has a system in place to review files of students moving into the district and has a pre-referral process in place to determine the needs for students.

- a) Provide relevant information that directly assists persons in determining the educational needs of the child;
- 2) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
- 3) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with district policies and procedures for evaluation, to ensure prompt completion of full evaluations.

Determining eligibility; 300.306; ARSD 24:05:25:04.03

Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals required by district policy shall determine whether the student is a student with a disability, and shall determine the educational needs of the child, as defined in article 24:05. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under § 24:05:24.01.

In interpreting evaluation data for the purpose of determining eligibility and determining the educational needs of the child in making placement decisions, including decisions regarding preschool children, each school district shall do the following:

- i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
- ii) Ensure that information obtained from all of these sources is documented and carefully considered;
- iii) Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
- iv) Ensure that the placement decision is made in conformity with the least restrictive environment rules in district policy; and
- v) Ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.

If a determination is made that a child is disabled and needs special education and related services, an individual education program must be developed for the child in accordance with least restrictive environment requirements.

- **Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12**

Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of:

- 1) Whether the child has a specific learning disability;
- 2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section;
- 3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
- 4) The educationally relevant medical findings, if any;
- 5) Whether:
 - a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and
 - b) The child does not make sufficient progress to meet age or state approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development.
- 6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disturbance ~~disturbance~~ **disability**; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level;

NISAKIB MAUNI PI KTE

(We will walk by your side)

The purpose of this program is to provide CWOY Support Navigator services to American Indian youth, ages 10-24 years old, who may need help with suicidal thoughts or self-harming behavior. We use a culturally respectful and healing informed approach to connect youth to their culture, community and future.

CONTACT US

Phone: 605-721-1922

Cell: 605-858-3804

Fax: 605-719-5137

Mailing Address

3200 Canyon Lake Drive, Suite 1
Rapid City, SD 57702

Physical Address

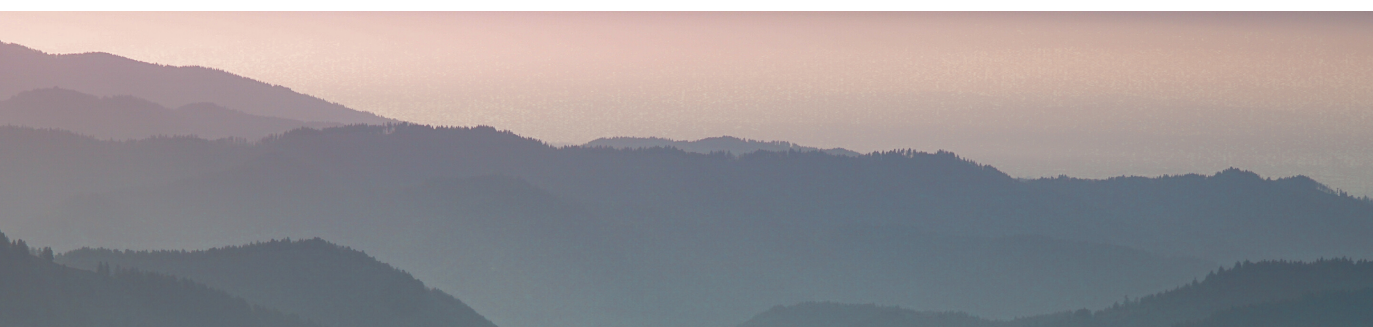
2nd Floor, Lakota Lodge
Oyate Health Center
3200 Canyon Lake Drive
Rapid City, SD 57702

NISNALA MAYANI SNI

(You don't walk alone)



SUPPORT NAVIGATOR PROGRAM



ABOUT US

The CWOY Support Navigator program is designed to provide support for American Indian youth in the He Sapa area who struggle with suicidal thoughts or behaviors.

CWOY Support Navigators act as mentors, advocates and resource guides for American Indian youth in need of support for their healing and personal growth.



Our program 's foundation is in the 7 sacred universal laws of the Lakota.

Waunsila (Compassion)
Wawahwala (Humility)
Woksape (Wisdom)
Wacantognaka (Generosity)
Wowacin Tanka (Fortitude)
Wo'ohitika (Bravery)
Wa'ohola (Respect and Honor)

SERVICES OFFERED

- One on one mentorship
- Advocacy
- Individualized care planning
- Outings, activities and workshops
- Transportation to appointments
- Collaboration with behavioral health resources
- Coordination for success in academic programs
- Communication with family members
- Connecting participants to peer and community programs in support of healing goals
- Skill-building



CRITERIA FOR PROGRAM

American Indian youth ages 10-24 living in the He Sapa area (Pennington County) who have at least one of the following are invited to participate:

- At risk for suicide
- Experience with ongoing suicidal thoughts
- Self-harming behavior
- Severe substance misuse
- Isolationist behavior
- Recent experience with high-level trauma

Funding for this project was made possible by award number 1H79SM082122-01 from SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.



Business Associate Agreement Provisions

This Agreement is entered into at Rapid City, South Dakota on this 26th day of September, 2022 by and between the Great Plains Tribal Leaders Health Board (hereinafter "GPTLHB"), a "covered entity" and Douglas School District 51-1, Business Associate.

Specific definitions:

(a) Business Associate. "Business Associate" shall generally have the same meaning as the term "business associate" at 45 CFR 160.103, and in reference to, the party to this agreement, shall mean Douglas School District 51-1.

(b) Covered Entity. "Covered Entity" shall generally have the same meaning as the term "covered entity" at 45 CFR 160.103, and in reference to the party to this agreement, shall mean Great Plains Tribal Leaders Health Board (formerly GPT "Chairmen's" Health Board.)

(c) HIPAA Rules. "HIPAA Rules" shall mean the Privacy, Security, Breach Notification, and Enforcement Rules at 45 CFR Part 160 and Part 164.

Obligations and Activities of Business Associate

Business Associate agrees to:

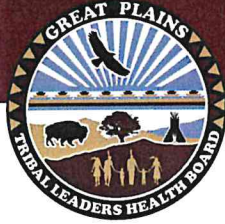
(a) Not use or disclose protected health information other than as permitted or required by the Agreement or as required by law;

(b) Use appropriate safeguards, and comply with Subpart C of 45 CFR Part 164 with respect to electronic protected health information, to prevent use or disclosure of protected health information other than as provided for by the Agreement;

(c) Report to covered entity any use or disclosure of protected health information not provided for by the Agreement of which it becomes aware, including breaches of unsecured protected health information as required at 45 CFR 164.410, and any security incident of which it becomes aware;

(d) In accordance with 45 CFR 164.502(e)(1)(ii) and 164.308(b)(2), if applicable, ensure that any subcontractors that create, receive, maintain, or transmit protected health information on behalf of the business associate agree to the same restrictions, conditions, and requirements that apply to the business associate with respect to such information;

MMW / _____
Initial Initial



- (e) Make available protected health information in a designated record set to the "covered entity" as necessary to satisfy covered entity's obligations under 45 CFR 164.524;
- (f) Make any amendment(s) to protected health information in a designated record set as directed or agreed to by the covered entity pursuant to 45 CFR 164.526, or take other measures as necessary to satisfy covered entity's obligations under 45 CFR 164.526;
- (g) Maintain and make available the information required to provide an accounting of disclosures to the covered entity as necessary to satisfy covered entity's obligations under 45 CFR 164.528;
- (h) To the extent the business associate is to carry out one or more of covered entity's obligation(s) under Subpart E of 45 CFR Part 164, comply with the requirements of Subpart E that apply to the covered entity in the performance of such obligation(s); and
- (i) Make its internal practices, books, and records available to the GPTLHB for purposes of determining compliance with the HIPAA Rules.

Permitted Uses and Disclosures by Business Associate

- (a) Business associate may only use or disclose protected health information necessary to perform the services set forth in Service Agreement.
- (b) The business associate is authorized to use de-identified information in the process of auditing purpose of visits (POV) encounters.
- (c) Business associate may use or disclose protected health information as required by law.
- (d) Business associate agrees to make uses and disclosures and requests for protected health information consistent with covered entity's minimum necessary policies and procedures
- (e) Business associate may not use or disclose protected health information in a manner that would violate Subpart E of 45 CFR Part 164 if done by covered entity, except for the specific uses and disclosures set forth below.
- (f) Business associate may use protected health information for the proper management and administration of the business associate or to carry out the legal responsibilities of the business associate.
- (g) Business associate may disclose protected health information for the proper management and administration of business associate or to carry out the legal responsibilities of the business associate, provided the disclosures are required by law, or business associate obtains reasonable assurances from the person to whom the information is disclosed that the information will remain confidential and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person, and the person notifies business associate of any instances of which it is aware in which the confidentiality of the information has been breached.



Provisions for Covered Entity to Inform Business Associate of Privacy Practices and Restrictions

- (a) Covered entity shall notify business associate of any limitation(s) in the notice of privacy practices of covered entity under 45 CFR 164.520, to the extent that such limitation may affect business associate's use or disclosure of protected health information. MMW _____
- (b) Covered entity shall notify business associate of any changes in, or revocation of, the permission by an individual to use or disclose his or her protected health information, to the extent that such changes may affect business associate's use or disclosure of protected health information. MMW _____
- (c) Covered entity shall notify business associate of any restriction on the use or disclosure of protected health information that covered entity has agreed to or is required to abide by under 45 CFR 164.522, to the extent that such restriction may affect business associate's use or disclosure of protected health information. MMW _____

Permissible Requests by Covered Entity

Covered entity shall not request business associate to use or disclose protected health information in any manner that would not be permissible under Subpart E of 45 CFR Part 164 if done by covered entity. Exception; if the business associate will use or disclose protected health information for, and the agreement includes provisions for, data aggregation or management and administration and legal responsibilities of the business associate.

Term and Termination

- (a) Term. The Term of this Agreement shall be effective as of September 26, 2022 (effective start date) and end either on _____ (the last date of the term of this Agreement), or on the date covered entity terminates for cause as authorized in paragraph (b) of this Section, whichever is sooner.
- (b) Termination for Cause. Business associate authorizes termination of this Agreement by covered entity, if covered entity determines business associate has violated a material term of the Agreement and business associate has not cured the breach or ended the violation within the time specified by covered entity.
- (c) Obligations of Business Associate Upon Termination.

The business associate is to return or destroy all protected health information upon termination of the agreement

MMW / _____
Initial Initial



Upon termination of this Agreement for any reason, business associate shall return to covered entity [or, if agreed to by covered entity, destroy] all protected health information received from covered entity, or created, maintained, or received by business associate on behalf of covered entity, that the business associate still maintains in any form. Business associate shall retain no copies of the protected health information.

Upon termination of this Agreement for any reason, business associate, with respect to protected health information received from covered entity, or created, maintained, or received by business associate on behalf of covered entity, shall:

1. Retain only that protected health information which is necessary for business associate to continue its proper management and administration or to carry out its legal responsibilities;
2. Return to covered entity [or, if agreed to by covered entity, destroy] the remaining protected health information that the business associate still maintains in any form;
3. Continue to use appropriate safeguards and comply with Subpart C of 45 CFR Part 164 with respect to electronic protected health information to prevent use or disclosure of the protected health information, other than as provided for in this Section, for as long as business associate retains the protected health information;
4. Not use or disclose the protected health information retained by business associate other than for the purposes for which such protected health information was retained and subject to the same conditions set out at paragraphs (e) and (f) above under "Permitted Uses and Disclosures By Business Associate" which applied prior to termination; and
5. Return to covered entity [or, if agreed to by covered entity, destroy] the protected health information retained by business associate when it is no longer needed by business associate for its proper management and administration or to carry out its legal responsibilities.

The business associate's obligations to obtain or ensure the destruction of protected health information created, received, or maintained by subcontractors.

(d) Survival. The obligations of business associate under this Section shall survive the termination of this Agreement.



Miscellaneous:

a) Amendment. The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for compliance with the requirements of the HIPAA Rules and any other applicable law.

b) Interpretation. Any ambiguity in this Agreement shall be interpreted to permit compliance with the HIPAA Rules

For Business Associate
Name of Business: Douglas School District 51-1

Date: _____

Name of Authorized Person for Business Associate:

Superintendent

Date: _____

School Board President

Jerilyn Church, President/CEO - Great Plains Tribal Leaders Health Board, a "Covered Entity."

Referring Persons:

- Vandenberg Elementary Counselor (1)
- Douglas Middle School Counselors (2)
- Douglas High School Counselors (2)
- Family Services Worker (1)
- Title VI Coordinator (1)
- Special Services Director (1)
- Title VI Teacher (1)

mmw / _____
Initial Initial



Planning for the Future

Douglas School District

Enrollment Analysis

May 2022

Expectations



Thank you to Douglas School District, Meade and Pennington County, City of Box Elder and City of Rapid City, South Dakota GIS, Census Bureau, and ESRI

Things to Consider...

- **Timeline** – Project timeline is a result of ensuring student data could represent as close as possible to the Official County Data with attributes that would allow RSP to forecast enrollment at a parcel level geography.
- **Findings** – The findings were not focused on supporting or contradicting any past internal or outsourced studies. This analysis is based on data, data, and more data.
- **Study** – This study factored in many different data sets to provide data driven analysis that is the foundation to the RSP Statistical Forecast Model (SFM).
- **Change** – Enrollment change in the community is influenced by, but not limited to, the birth rate, demographics, types of development and/or housing affordability.
- **Facts:**
 - 1) The study does not provide specific information about which site would be best suited for a new facility or for that matter should the district build any new facility – this analysis is one portion of how to make that decision
 - 2) This analysis is based on the same grade configuration and educational programming expectations the patrons have for each student
 - 3) Projecting enrollment is not a science – like life in general some assumptions happen that may lead to greater enrollment while others toward a smaller enrollment

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

RSP & Associates

RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Recent Projects:

Clarksville Montgomery County School System, Tennessee

- Enrollment Analysis
- Boundary Analysis

Hutchinson Public Schools

- Enrollment Analysis
- Facility Master Plan

Kansas City Kansas Public Schools

- Enrollment Analysis
- Boundary Analysis

RSP Leadership:

Robert Schwarz, AICP, CEFP

- Military, County, City, and School District Planner
- Kansas University - Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Certified Educational Facility Planner (CEFP)

Company was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

Discussion Points

Part 1 Enrollment & Demographics



- Things to Consider
- Maps & Data
- Sophisticated Forecast Model
- Demographics
- Past Enrollment & Change

Part 2 Development



- Population, Development, & Enrollment Trends
- Yield Rate
- Maps & Data

Part 3 Projections



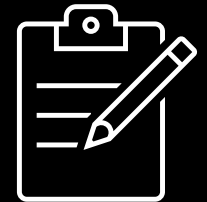
- Past, Current, & Future Enrollment
- Building Projections

Part 4 Next Steps



- Moving Forward
- Next Steps & Key Consideration

Appendix



- Demographics
- Intra-transfer Tables
- Student Density Maps

Part One: Past Enrollment and Demographics



100,000 Foot Perspective



District forecasted to increase by almost 400 students; enroll 3,200 students

- **Elementary School forecasted to increase by almost 300 students; enroll 1,600 K-5th grade students**
- **Middle School forecasted to increase by about 40 students; enroll 700 6-8th grade students**
- **High School forecasted to increase by about 60 students; enroll 850 9-12th grade students**



Douglas Elementary Schools are expected to surpass building capacity for the next five years

- In 2026/27, enrollment forecasted to occupy 121% of building capacity

Douglas Middle School is expected to surpass building capacity for the next five years

- In 2026/27, enrollment forecasted to occupy 117% of building capacity



Development expected to continue increasing to accommodate the expected growth at Ellsworth AFB

- City of Box Elder has identified many infrastructure projects on the horizon to expand developable potential

Potential enrollment growth is contingent on these factors: **(1) Box Elder population and AFB personnel increase and (2) expansion of residential inventory**

Sophisticated Forecast Model Methodology

Built-Out $S_{c,t,x} = S_{c-1,t-1,x} * GC$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in the School District
- c = Grade level
- t = Time (years)
- GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing $S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$

Where: $BP_{t,x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in School District
- c = Grade level
- t = Time (years)
- BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
- R_{c,x} = Student Enrollment ratio of cohort c in planning area x
- CP = Capacity of a planning area as expressed by available housing units
- BT = Building history trend of planning area
- A = An index which models the likelihood of development
- CT = Building permit control total forecast

This is the **central focus** of everything RSP does.

The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP's report and maps to better understand demographic trends, school utilization, and the timing of construction projects.

The SFM is...

- a social science... not an exact science; it identifies behavior trends to determine the propensity of them to be recreated
- valuable in how our team created and analyzes the geography at a planning area level for any commonality which while help produce an accurate forecast

Some variables examined for each planning area (but not limited to) are...



- natural cohort (district data)
- planning area subdivision lifecycle (a RSP variable)
- the value of homes (county assessor data)
- type of residential units like single-family, multi-family, townhome, mobile home, etc. (county assessor data)
- year units were built
- estimated female population (census data)
- estimated 0-4 population (census data)
- existing land use (county and city data)
- future land use (county and city data)
- capital improvement plan (county and city data)
- future development (county and city data)
- in-migration of students (district data) & out-migration of students (district data)



Meade County Birth Rate Information

Meade County, SD Live Births and Douglas Schools Kindergarten 5-Years Later

Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
2011	314			2015/16	109	34.7%
2012	327	13	4.1%	2016/17	93	28.4%
2013	320	-7	-2.1%	2017/18	113	35.3%
2014	318	-2	-0.6%	2018/19	94	29.6%
2015	304	-14	-4.4%	2019/20	97	31.9%
2016	269	-35	-11.5%	2020/21	91	33.8%
2017	258	-11	-4.1%	2021/22	91	35.3%
2018	261	3	1.2%	2022/23	74	92
2019	245	-16	-6.1%	2023/24	70	87
2020	244	-1	-0.4%	2024/25	69	86
3-Year Avg.	250.0	-5				
3-Year Weighted Avg.	247.2	-5				

 Low Range
 High Range

Source: South Dakota Department of Health and student data provided by Douglas School District

Note: Student data includes indistrict and out of district students who are in the county

Live Birth Observations



- Tracks the number of Meade County live births and the corresponding number of kindergarten students in Douglas School District five years later
- Families may choose to enroll students in other school districts in Meade County or private/parochial education options
- The number of live births have been decreasing. This is consistent with national and state trends
- 3-year average of 5 less live births per year
- Douglas Schools have a range of 28% to 35% of county live births enrolled in kindergarten five years later
- Kindergarten enrollment has varied between 91 to 113 students per year
- The kindergarten classes moving forward are forecasted to be between 69-74 students on the low end and 86-92 students on the high end

Main Takeaway: The decline of live births in the county can potentially result in smaller kindergarten classes. As live births have decreased, the number of kindergarteners residing in Meade County have also decreased.

Pennington County Birth Rate Information

Pennington County, SD Live Births and Douglas Schools Kindergarten 5-Years Later

Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
2011	1,502			2015/16	149	9.9%
2012	1,532	30	2.0%	2016/17	137	8.9%
2013	1,596	64	4.2%	2017/18	152	9.5%
2014	1,540	-56	-3.5%	2018/19	153	9.9%
2015	1,536	-4	-0.3%	2019/20	137	8.9%
2016	1,470	-66	-4.3%	2020/21	133	9.0%
2017	1,466	-4	-0.3%	2021/22	128	8.7%
2018	1,541	75	5.1%	2022/23	135	153
2019	1,451	-90	-5.8%	2023/24	127	144
2020	1,374	-77	-5.3%	2024/25	120	137
3-Year Avg.	1,455.3	-31				
3-Year Weighted Avg.	1,427.5	-56				

 Low Range
 High Range

Source: South Dakota Department of Health and student data provided by Douglas School District

Note: Student data includes indistrict and out of district students who are in the county

Live Birth Observations

- Tracks the number of Pennington County live births and the corresponding number of kindergarten students in Douglas School District five years later
- Families may choose to enroll students in other school districts in Pennington County or private/parochial education options
- The number of live births have been decreasing. This is consistent with national and state trends
- 3-year average of 31 less live births per year
- Douglas Schools have a range of 8% to 10% of county live births enrolled in kindergarten five years later
- Kindergarten enrollment has varied between 128 to 153 students per year
- The kindergarten classes moving forward are forecasted to be between 120-135 students on the low end and 137-153 students on the high end

Main Takeaway: The decline of live births in the county can potentially result in smaller kindergarten classes. As live births have decreased, the number of kindergarteners residing in Pennington County have also decreased.

Past Enrollment by Grade

Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12 Total
2012/13	232	223	225	203	202	207	159	215	181	212	197	143	132	2,531
2013/14	250	231	230	234	223	204	208	164	219	207	181	169	135	2,655
2014/15	250	235	232	227	216	223	201	206	167	224	169	160	163	2,673
2015/16	258	252	241	229	219	232	208	206	206	202	198	154	153	2,758
2016/17	230	234	254	238	240	229	238	212	197	232	167	180	135	2,786
2017/18	265	237	244	254	235	245	225	258	226	212	197	157	167	2,922
2018/19	247	242	248	241	245	226	241	225	245	249	202	158	138	2,907
2019/20	234	248	217	230	232	240	217	233	201	269	202	157	155	2,835
2020/21	224	208	237	200	213	235	232	203	227	242	211	180	143	2,755
2021/22	219	238	215	241	228	213	242	219	198	276	197	161	157	2,804

Source: Douglas School District (Student Data 2012/13 to to 2021/22)

Observations:

- Largest K-12 class in 2021/22 – 9th grade with 276 students
- Smallest K-12 class in 2021/22 – 12th grade with 157 students
- Graduating senior class is generally smaller than the incoming Kindergarten class which will increase total enrollment
- Enrollment was on a steady increase from 2012/13 to 2017/18, since then enrollment has been decreasing year to year
- Largest total enrollment was in 2017/18 with 2,922 total students (188 more students than this year)
- 2021/22 has the largest grades since 2003/04 in:
 - 6th grade and 9th grade

Cohort Student Change

Change By Grade from the Previous Year

From	To	K	K 1st	1st 2nd	2nd 3rd	3rd 4th	4th 5th	5th 6th	6th 7th	7th 8th	8th 9th	9th 10th	10th 11th	11th 12th	District Total	K-12 Change	
																Total	Percentage
2012/13	2013/14	18	-1	7	9	20	2	1	5	4	26	-31	-28	-8	124	124	4.9%
2013/14	2014/15	0	-15	1	-3	-18	0	-3	-2	3	5	-38	-21	-6	18	18	0.7%
2014/15	2015/16	8	2	6	-3	-8	16	-15	5	0	35	-26	-15	-7	85	85	3.2%
2015/16	2016/17	-28	-24	2	-3	11	10	6	4	-9	26	-35	-18	-19	28	28	1.0%
2016/17	2017/18	35	7	10	0	-3	5	-4	20	14	15	-35	-10	-13	136	136	4.9%
2017/18	2018/19	-18	-23	11	-3	-9	-9	-4	0	-13	23	-10	-39	-19	-15	-15	-0.5%
2018/19	2019/20	-13	1	-25	-18	-9	-5	-9	-8	-24	24	-47	-45	-3	-72	-72	-2.5%
2019/20	2020/21	-10	-26	-11	-17	-17	3	-8	-14	-6	41	-58	-22	-14	-80	-80	-2.8%
2020/21	2021/22	-5	14	7	4	28	0	7	-13	-5	49	-45	-50	-23	49	49	1.8%
3-Yr Avg		-9.3	-3.7	-9.7	-10.3	0.7	-0.7	-3.3	-11.7	-11.7	38.0	-50.0	-39.0	-13.3	-34.3	-34.3	-1.2%
3-Yr Weighted Avg		-8.0	-1.5	-4.3	-6.7	6.8	0.2	-0.7	-12.5	-8.5	42.2	-49.7	-39.8	-16.7	-14.2	-14.2	-0.5%

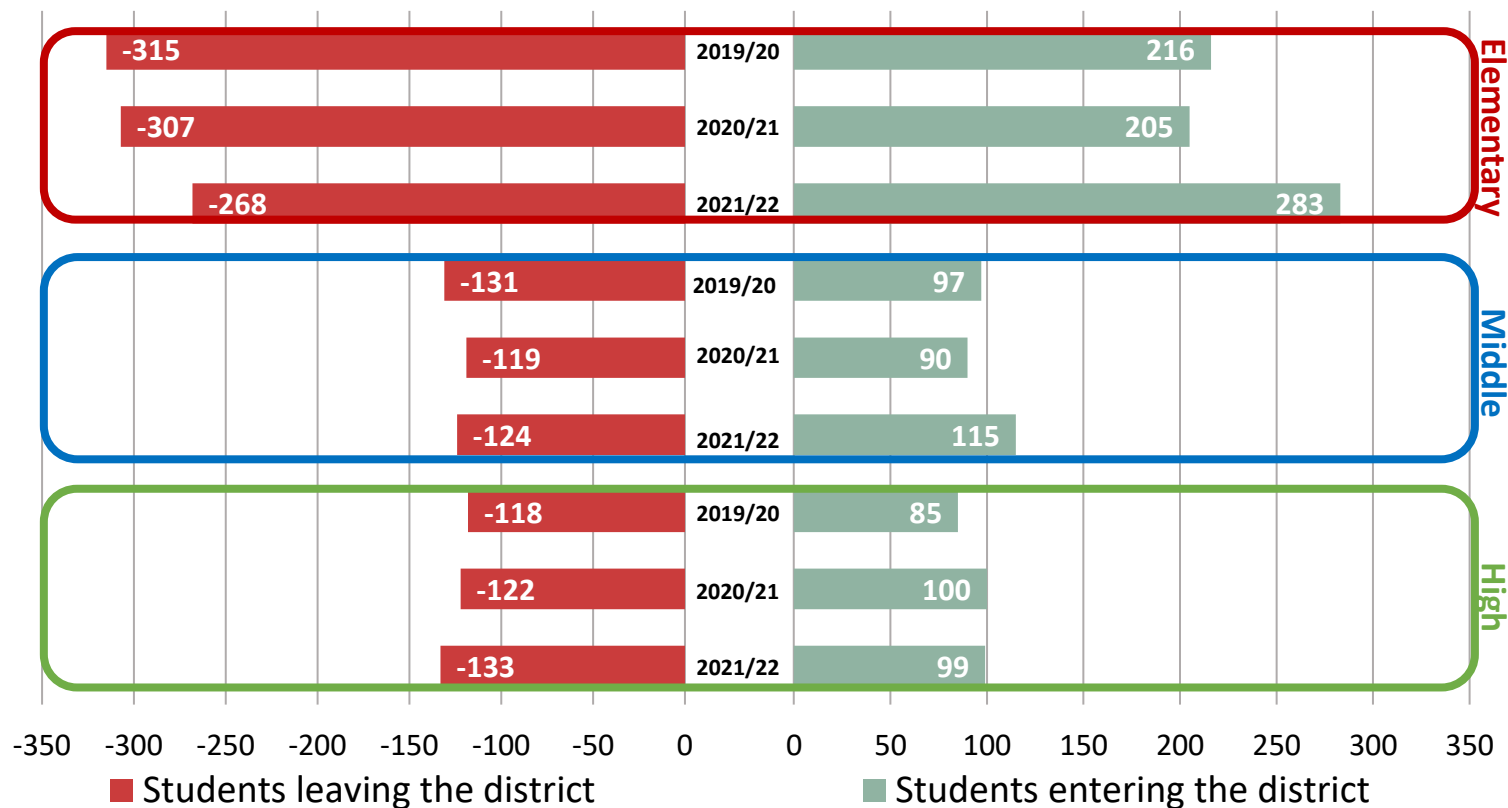
Source: Douglas School District (Student Data 2012/13 to to 2021/22)

Observations:

- Largest 3-year average K-12 class cohort increase – 8th to 9th grade **(+38)**
- Largest 3-year average K-12 class cohort decrease – 9th to 10th grade **(-50)**
- Overall percent change from previous year of 1.8% - increase of 49 students
- Most grade cohorts have been decreasing year to year
- Instructional Modality will have to be monitored to determine if the students who are not attending the district still reside in the district and if or how many return to receive services in the future years

Out – Migration

In – Migration



Definition

Out-Migration: Shows number of students in grade K to 11th that were attending the District in 2020/21, but are not attending the District in 2021/22.

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in 2021/22, but were not attending the District in 2020/21.

Observations

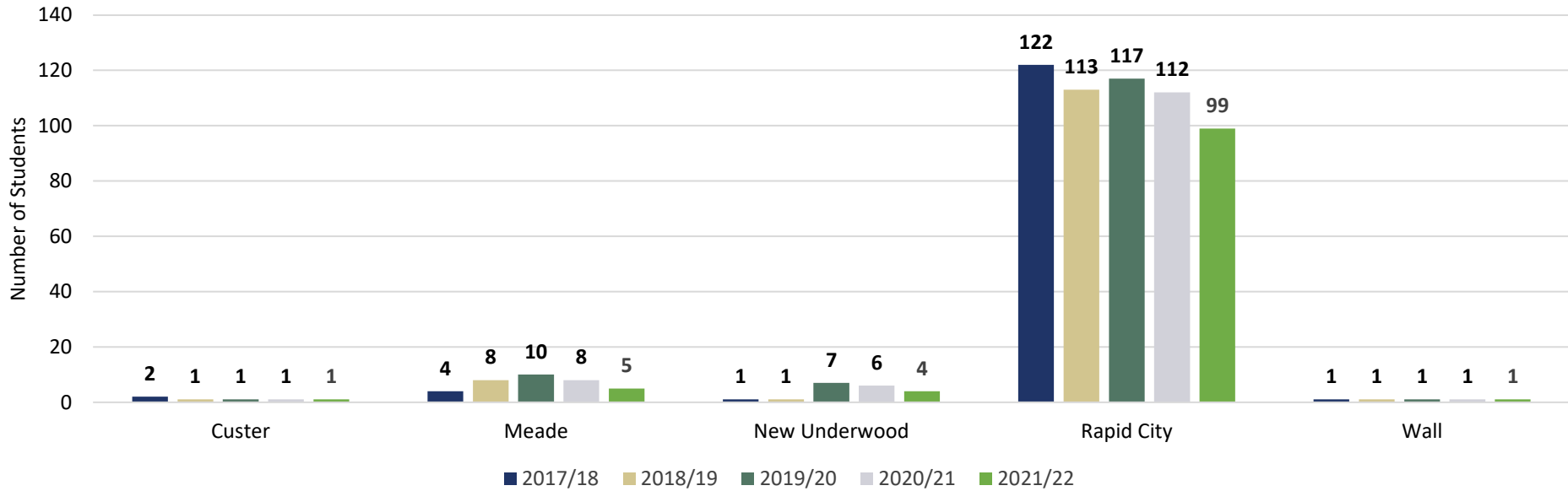
- 2019/20 lost 564 students and gained 398 students; **NET: -166**
- 2020/21 lost 548 students and gained 395 students; **NET: -153**
- 2021/22 lost 525 students and gained 497 students; **NET: -28**

Main Takeaway:

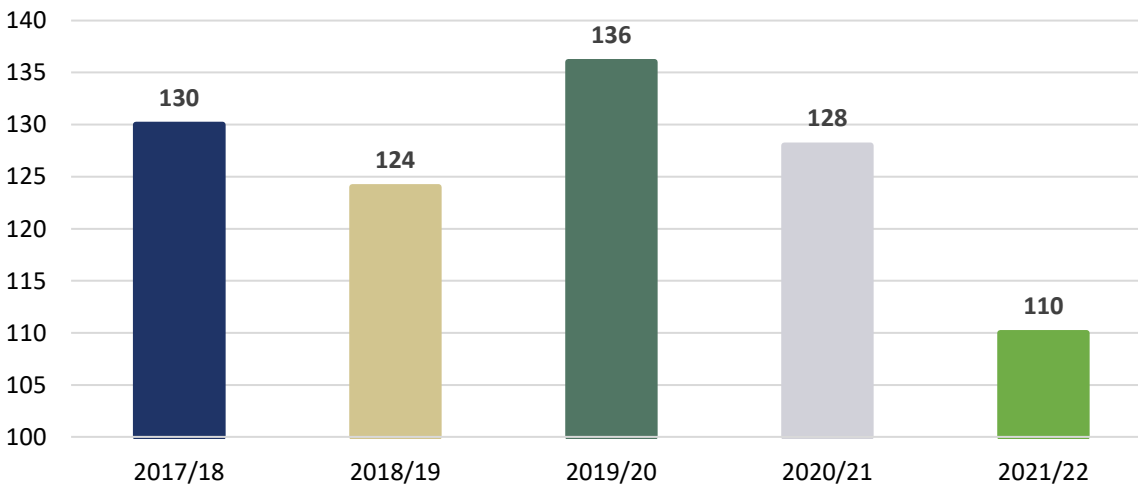
The district had a negative net gain of transfer students for the past three years. 2021/22 school year saw a higher rate of in-migration students than the past.

Out of District Student Analysis

Out of District Students by Year



Out of District Total Over Time



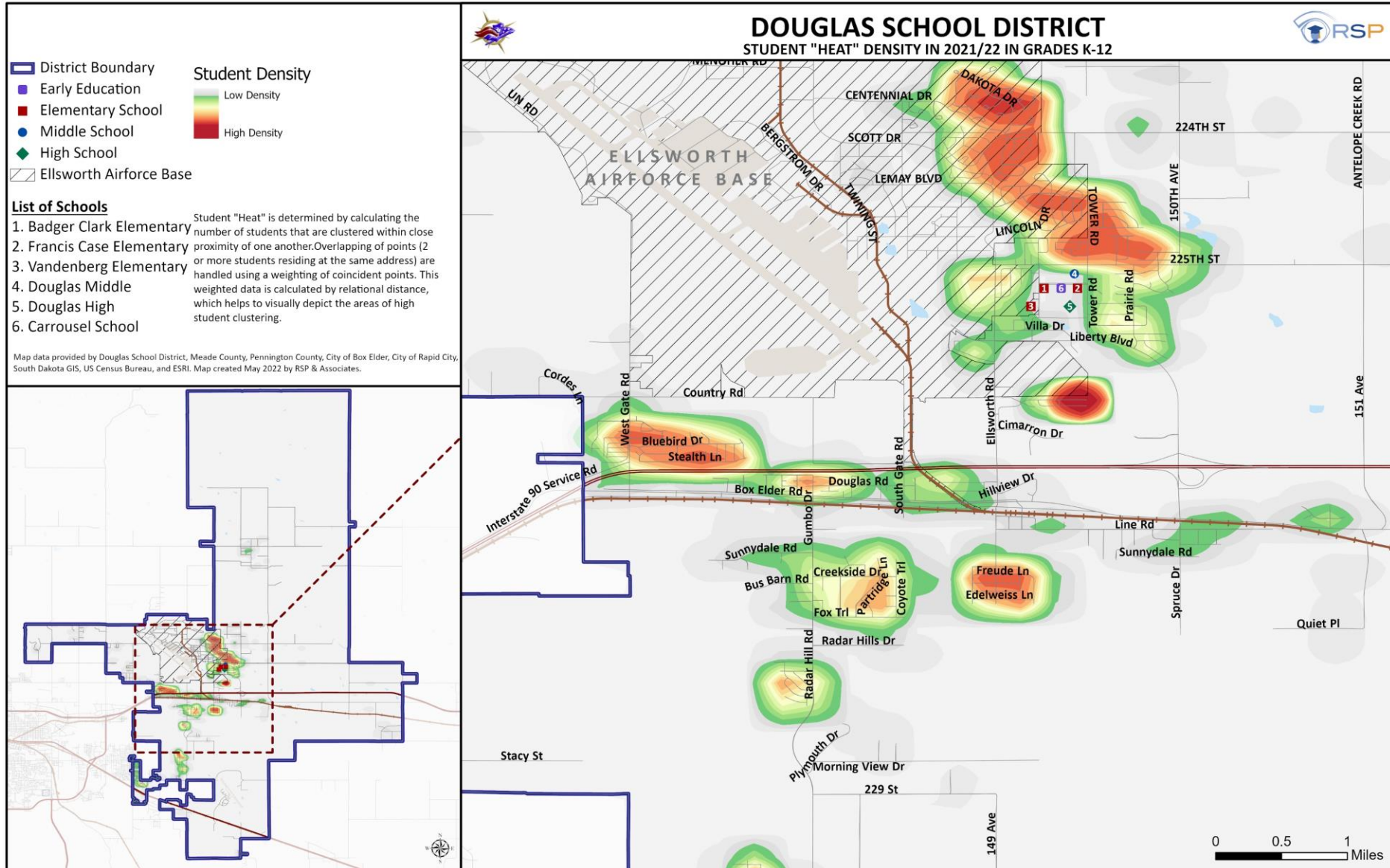
Main Takeaway:

- Out of district students have decreased the past two years
- 2021/22 had the lowest number of out of district students in the past five years
- The majority of out of district students consistently reside in Rapid City School District

Heat Map

Map Details

- Visual shows the location of students in proximity to other students; **Red**: highest student density; **Gray**: lowest student density



Enrollment Observations and Conclusions

The following are some general enrollment observations:

- RSP & Associates monitors 100 planning areas for demographic, development, and enrollment data sets
- Both Meade and Pennington Counties have decreasing live births rates and kindergarten class sizes
- District enrollment increased by 49 students from last year
- From 2017/18 to 2020/21 enrollment declined
- Graduating senior classes are smaller than incoming kindergarten classes
 - The current kindergarten class is 76 students larger than last year's senior class
- District historically has a negative migration trend
- Out of district students are decreasing
 - 2021/22 enrolled 110 students that reside outside of Douglas School District
 - The highest school district contributor to out of district enrollment has been Rapid City School District
- Newer developments have had increasing students counts the past three years
- Greatest student density is along Frontage Road (south of AFB) and north of 224th Street

Part Two: Development and Growth Trends



Student Yield Rate

Single-Family Yield Rate	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Avg
Box Elder	71	74	75	75	75	75	72	72	72	70	73
Ellsworth Air Force Base	52	49	48	40	45	49	49	43	37	37	45
Rapid City	42	41	42	42	42	42	42	40	37	38	41
District (K-12):	59	60	61	59	60	61	60	58	56	56	59

Single-Family Yield Rate Observations

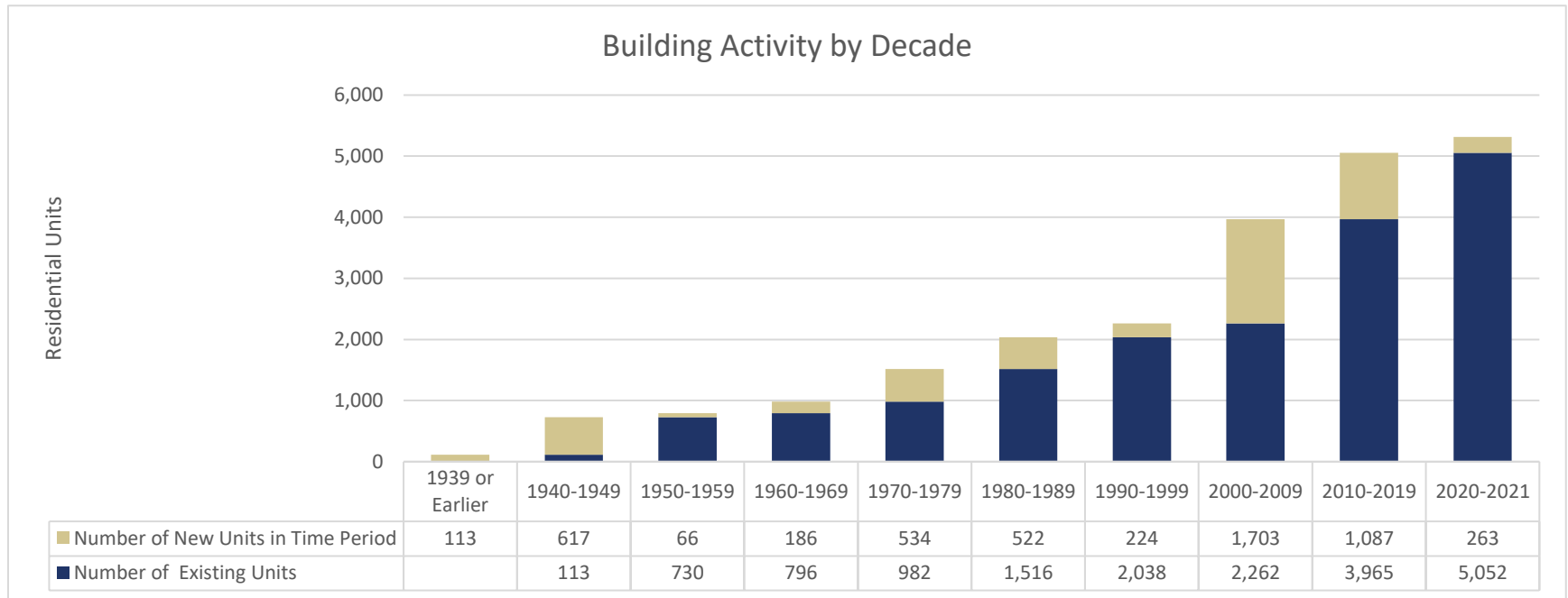
- Table shows the number of students per 100 single-family (SF) units by year and if located in Box Elder, Rapid City, or on the AFB
- District sees on average 59 K-12 students per 100 single-family households
- Box Elder has the largest 2021 SF yield rate with 70 students per 100 single-family households
- Adding new housing inventory can increase the yield rate
- **There were 997 single-family homes built from 2012 to 2021**

Multi-Family Yield Rate	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Avg
Box Elder	44	46	43	45	46	48	43	38	31	34	42
Ellsworth Air Force Base	100	104	83	57	49	52	52	46	43	44	63
Rapid City	21	26	28	15	5	10	5	10	17	20	16
District (K-12):	48	51	46	45	45	47	42	38	32	34	43

Multi-Family Yield Rate Observations

- Table shows the number of students per 100 multi-family (MF) units by year and if located in Box Elder, Rapid City, or on the AFB
- District sees on average 43 students per 100 multi-family households
- Ellsworth AFB has the largest 2021 MF yield rate with 44 students per 100 multi-family households
- Adding new housing inventory can increase the yield rate
- **There was 161 multi-family homes built from 2012 to 2021**

Development Activity Over Time



Source: Meade and Pennington County and ESRI

Observations:

- Table has been created to illustrate the number of units by year built
- The average number of units built per year from 2010 to 2019 (108.7 per year) is lower than from 2000 to 2009 (170.3 per year)
- The decade with the most units built was 2000 to 2009
- The average year for all units built was 1982 and median year is 2004

Development Table

RSP Plan Area Name	Type	Growth Area	Existing Units	Potential Units	Acres	City
Red Feren	MU	Current	0	33	316.16	Box Elder
Fox Borough	MU	Current	121	30	19.91	Box Elder
Alpha and Omega	SF	Current	0	60	141.15	Box Elder
Cheyenna Pass	SF	Current	1	38	177.12	Box Elder
Civil Way	SF	Current	68	40	57.68	Box Elder
Freedom Estates	SF	Current	0	46	161.75	Box Elder
Freedom Landing	SF	Current	175	30	45.09	Box Elder
AFB Liberty Plaza	MF	Current	0	329	164.37	Ellsworth Air Force Base
AFB Raider Pointe	SF	Current	64	60	57.76	Ellsworth Air Force Base
Bridle Ridge	SF	Current	21	34	78.54	Rapid City
Valley Heights Estates	SF	Current	161	71	201.65	Rapid City
Future Infrastructure Connector	CM	5 Year	2	1,500	1,598.73	Box Elder
Area at end of Fox Trail	SF	5 Year	0	332	141.67	Box Elder
North of Longview Road	Rural	5 Year	11	2,000	3,928.73	Rapid City
Apple Valley	SF	5 Year	7	400	57.68	Rapid City
Murphy Ranch	SF	5 Year	3	133	56.90	Rapid City
West of Radar Hill Road	SF	5 Year	6	700	1,054.90	Rapid City
South of Edelweiss Lane	SF	10 Year	2	1,000	465.68	Box Elder
Current Total			611	771		
5 Year Total			29	5,065		
10 Year Total			2	1,000		
All Total			642	6,836		

Source: Box Elder, Rapid City, and Pennington and Meade Counties

Definition

- Table has been created to illustrate the type and amount of potential development
- Type is the potential residential units that will be built
- The speed in which any developments are built are influenced by who owns the property, access to infrastructure, and economic indicators
- Future infrastructure projects that are planned in the area will open up more areas for potential development

Main Takeaway

- 771 current potential units
- 5,065 5-year potential units
- 1,000 10-year potential units
- 6,836 total potential units

Development Observations and Conclusions

The following are some general development observations:

- Almost 7,000 units could be built within the next 10+ years
 - Development in Box Elder is contingent on the expected population increase from the B-21 Raider Project
 - If expectations around this project change (more or less people move into the area) the development outlook may change
- Single-family residential has the highest propensity to have school aged students, however, yield rates of both types of development are relatively equal
 - 2021 saw 52 single-family units built and 52 multi-family units built
 - There are more single-family units expected to develop than multi-family
 - Tracking the types of development is important to understand the yield rate of students for every part of the community – there are varying yield rates with all developments
- Building activity increased after 2000
 - Residential growth appears to continue and expand opportunities for new families in the area
 - Monitor local factors that may affect development timing and economic outlook to gauge how the new decade of residential growth will play out
- Growth areas are distributed throughout the district
 - Most potential for growth is in the southwestern area of the district
 - Liberty Plaza development has potential to reinvest in the core of Box Elder (provides new housing and businesses)
- Residential development will continue if the housing product is affordable (supply), and if population continues to increase at the expected rates (demand)
- Future infrastructure projects in Box Elder will be important in upcoming for long-term growth – until these are complete 5 and 10-year growth areas cannot develop
 - Project funding utilizes Tax Increment Financing (TIF) and State of South Dakota funding opportunities
- As of February 2022, construction costs have increased over 100% from August 2020 and supply chain challenges impact the potential of new development and where new developments will occur in the district

Part Three: Enrollment Projections



Projection Notes & Clarifications

- Past Enrollment and 5-Year Projections are shown three different ways:
 1. Out of District (OD) (based on the student **NOT** residing in the district)
Percentage in purple shows the percent of students Out of District
 2. In District (ID) (based on where a student resides in relation to the attendance area)
(does not include Out of District students)
Percentage in green shows the percent of students In District
 3. Attend (based on what school the student is attending, includes both In-District (ID) and Out-District (OD) students)
Percentage in blue shows the capacity percentage for total enrollment
- **Capacity**
 - Capacity can be used to benchmark how many students can be served in each building as well as what type of program space is needed for the educational programming
 - Capacity provided by district administration
 - Carrousel houses the PK students and can serve about 118 students
- **Other Items**
 - Enrollment Grade Configuration in Student Forecast Model (K-5, 6-8, 9-12)
 - Students not receiving services from the district are not shown in any of the information presented in the analysis
 - Projection accuracy is limited by the number of years of student data which matches the state enrollment
 - Open enrollment trends are assumed to follow district policy and will continue like those trends during the projection time frame
 - The district does operate an Open Enrollment or Transfer Policy – through an application process
 - There are more students residing in the district that are not part of the forecast – the forecast is the likely school district enrollment of students physically attending each school
 - Enrollment changes from day to day – the enrollment forecast is based on the enrollment from the 1st quarter of each school year

Past, Current, & Future Enrollment

Percent In District VS Out of District

DOUGLAS SCHOOL DISTRICT PROJECTIONS: (Grade Configuration of K-5, 6-8, 9-12) (RSP LIKELY ENROLLMENT FORECAST)

School	Student Location	Past Enrollment			Projected Enrollment					Past and Projected Enrollment % of Capacity							
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Douglas Elementary Schools	Out of District	65	62	51	49	48	49	50	51	4.6%	4.7%	3.8%	3.5%	3.4%	3.4%	3.2%	3.1%
Capacity 1,350	In District	1,336	1,255	1,303	1,344	1,373	1,405	1,490	1,585	95.4%	95.3%	96.2%	96.5%	96.6%	96.6%	96.8%	96.9%
Grades K-5	Attend	1,401	1,317	1,354	1,393	1,421	1,454	1,540	1,636	103.8%	97.6%	100.3%	103.2%	105.3%	107.7%	114.1%	121.2%
Douglas Middle School	Out of District	20	25	24	28	27	29	26	24	3.1%	3.8%	3.6%	4.2%	4.0%	4.3%	3.8%	3.4%
Capacity 600	In District	631	637	635	642	653	650	659	678	96.9%	96.2%	96.4%	95.8%	96.0%	95.7%	96.2%	96.6%
Grades 6-8	Attend	651	662	659	670	680	679	685	702	108.5%	110.3%	109.8%	111.7%	113.3%	113.2%	114.2%	117.0%
Douglas High School	Out of District	51	41	35	31	28	26	32	35	6.5%	5.3%	4.4%	4.0%	3.5%	3.1%	3.9%	4.1%
Capacity 1,050	In District	732	735	756	745	772	823	783	823	93.5%	94.7%	95.6%	96.0%	96.5%	96.9%	96.1%	95.9%
Grades 9-12	Attend	783	776	791	776	800	849	815	858	74.6%	73.9%	75.3%	73.9%	76.2%	80.9%	77.6%	81.7%
DISTRICT K -12 TOTALS	Out of District	136	128	110	108	103	104	108	110	4.8%	4.6%	3.9%	3.8%	3.6%	3.5%	3.6%	3.4%
Capacity 3,000	In District	2,699	2,627	2,694	2,731	2,798	2,878	2,932	3,086	95.2%	95.4%	96.1%	96.2%	96.4%	96.5%	96.4%	96.6%
Grades K-12	Attend	2,835	2,755	2,804	2,839	2,901	2,982	3,040	3,196	94.5%	91.8%	93.5%	94.6%	96.7%	99.4%	101.3%	106.5%
Elementary Change			-84	37	39	28	33	86	96								282
Middle School Change			11	-3	11	10	-1	6	17								43
High School Change			-7	15	-15	24	49	-34	43								67
District Change			-80	49	35	62	81	58	156								392
Elementary % Change			-6.0%	2.8%	2.9%	2.0%	2.3%	5.9%	6.2%								20.8%
Middle School % Change			1.7%	-0.5%	1.7%	1.5%	-0.1%	0.9%	2.5%								6.5%
High School % Change			-0.9%	1.9%	-1.9%	3.1%	6.1%	-4.0%	5.3%								8.5%
District % Change			-2.8%	1.8%	1.2%	2.2%	2.8%	1.9%	5.1%								14.0%

Market Forecast

Percent of Building Capacity

Source: RSP & Associates, LLC - May 2022

Note 1: Student Projections are based on the residence of the student

Note 2: School Choice Options between Facilities are depicted in the Projections (Attend)

Note 3: PreKindergarten students and Non-District coded students are not in the projections

Note 4: Capacity provided by Douglas School District Administration

Note 5: In District (ID) = Based on the student residing in the district boundary

Note 6: Out District (OD) = Based on student not residing in the district boundary

Note 7: Attend = Number of students who were attending a school in the district

CAPACITY LEGEND

	Exceed Educational Capacity
	Lower than 75% Educational Capacity

Projection Observations

- District enrollment forecasted to increase to almost 3,200 students **(+392 students in five years)**
- Elementary enrollment forecasted to increase to over 1,600 students **(+282 students in five years)**
 - Elementary schools expected to surpass capacity moving forward
- Middle school enrollment forecasted to increase to over 700 students **(+43 students in five years)**
 - Middle School enrollment expected to surpass capacity moving forward
- High School enrollment forecasted to increase to over 850 students **(+67 students in five years)**

Main Takeaway:

- Majority of student growth expected at the elementary level
- The current capacity of the elementary and middle schools will not adequately serve future grades
- Continual conversation of building expansion is recommended
- Main driving forces of enrollment increase:
 - 1) Ellsworth AFB Expansion
 - 2) Residential growth to support the future AFB population increase

Capacity Outlook 5-Years

Douglas School District Capacity By Level

Market Forecast	Period	Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Enrollment Totals			
																ES	MS	HS	District
Past	2017/18	265	237	244	254	235	245	225	258	226	212	197	157	167	1,480	709	733	2,922	
	2018/19	247	242	248	241	245	226	241	225	245	249	202	158	138	1,449	711	747	2,907	
	2019/20	234	248	217	230	232	240	217	233	201	269	202	157	155	1,401	651	783	2,835	
	2020/21	224	208	237	200	213	235	232	203	227	242	211	180	143	1,317	662	776	2,755	
	2021/22	219	238	215	241	228	213	242	219	198	276	197	161	157	1,354	659	791	2,804	
First 5-Year	2022/23	244	223	242	217	237	230	216	239	215	232	229	164	151	1,393	670	776	2,839	
	2023/24	246	248	229	244	216	238	231	213	236	257	195	191	157	1,421	680	800	2,901	
	2024/25	257	250	255	232	241	219	241	228	210	291	213	160	185	1,454	679	849	2,982	
	2025/26	288	262	257	258	232	243	223	238	224	250	231	179	155	1,540	685	815	3,040	
	2026/27	316	293	270	262	258	237	245	222	235	280	213	191	174	1,636	702	858	3,196	

Source: RSP & Associates, LLC 2021/22 Student Forecast Model

Douglas School District Capacity By Level

Market Forecast	Period	Year	Capacity				Capacity Percentage			
			ES	MS	HS	District	ES	MS	HS	District
Past	2017/18	1,350	600	1,050	3,000	109.6%	118.2%	69.8%	97.4%	
	2018/19	1,350	600	1,050	3,000	107.3%	118.5%	71.1%	96.9%	
	2019/20	1,350	600	1,050	3,000	103.8%	108.5%	74.6%	94.5%	
	2020/21	1,350	600	1,050	3,000	97.6%	110.3%	73.9%	91.8%	
	2021/22	1,350	600	1,050	3,000	100.3%	109.8%	75.3%	93.5%	
First 5-Year	2022/23	1,350	600	1,050	3,000	103.2%	111.7%	73.9%	94.6%	
	2023/24	1,350	600	1,050	3,000	105.3%	113.3%	76.2%	96.7%	
	2024/25	1,350	600	1,050	3,000	107.7%	113.2%	80.9%	99.4%	
	2025/26	1,350	600	1,050	3,000	114.1%	114.2%	77.6%	101.3%	
	2026/27	1,350	600	1,050	3,000	121.2%	117.0%	81.7%	106.5%	

Source: RSP & Associates, LLC 2021/22 Student Forecast Model

Capacity Observations

- Enrollment forecast assumes the same attraction for Out-District enrollment over the next five years
- Specific areas to monitor for enrollment to increase from the forecast:
 - Development happens at differing rates
 - Potential development continues as forecasted
 - Live birth rates increase
 - Out of District students
 - Updated capacity for each grade level

Projection Observations & Conclusions

- Enrollment at all levels is expected to increase (Elementary grades increase at the highest rate)
 - **District-wide enrollment to increase by almost 400 students**
 - **Elementary enrolment to increase by almost 300 students**
 - **Middle School enrollment to increase by almost 50 students**
 - **High School enrollment to increase by over 60 students**
- Main Driving Forces of Enrollment Increase:
 - 1) Ellsworth AFB expansion**

More people are expected to move into Box Elder community because of the B-21 Raider Project
Continually monitor updates with Ellsworth AFB and this project
 - 2) Expected population growth**

The City of Box Elder and City of Rapid City have begun preparing to increase residential inventory to accommodate the population growth
Continually monitor the time it takes to develop new units and time it takes for residents to occupy new units
 - 3) Infrastructure improvements**

The City of Box Elder have plans to expand infrastructure and transportation connectivity that will continue to open new areas for growth potential for years to come
Continually monitor progress of city projects like the I-90 corridor plan, reconstruction of Hwy14/16, and the Cheyenne Blvd connection
- Future Facilities
 - New High School: plan to open fall of 2024
 - Current High School to be repurposed as a second Middle School
 - New Elementary sites to be determined

Part Four: Next Steps



Conclusion & Key Considerations

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Expected Growth and its Limitations

STEP 1: Ellsworth AFB expansion

Limitations – *classified information makes it difficult to gauge level of population growth*

STEP 2: Residential development

Limitations – *many areas of development are inaccessible until infrastructure is built; new infrastructure projects need to be completed and then new pockets of open land may develop*

STEP 3: Student Increase

Limitations – *if the AFB does not increase population as expected and/or the residential development does not pick up at a similar level, the potential for student growth is limited*

Main Takeaway: Both STEP 1 and STEP 2 need to happen for student population to increase dramatically. The community population increase must happen AND the infrastructure/development demand needs to be met for the Douglas School District enrollment to grow.

Continue monitoring:

1. Development trends; will additional areas have building activity over the next five years (Ellsworth AFB B-21 expansion)
2. Infrastructure, type of residential units, and when units come online will influence how quickly enrollment could change
3. Size of incoming kindergarten classes (larger) versus size of outgoing senior classes (smaller)
4. Number of live birth reported year to year (has recently been decreasing)
5. Kindergarten roundup (data to determine how close the potential students match up to the projection)

RSP Enrollment forecasting is based on the best-known information at the time of the study. Each of the items above must be watched to ensure the best decisions are made for the student academic experience. Plans are in progress to build a new elementary and high school to accommodate potential growth. Additional plans may be needed if enrollment increases at a faster rate.

22/23 Accuracy Comparison

Douglas School District Past and Current Enrollment with 22/23 Accuracy By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12 Total
2012/13	232	223	225	203	202	207	159	215	181	212	197	143	132	2,531
2013/14	250	231	230	234	223	204	208	164	219	207	181	169	135	2,655
2014/15	250	235	232	227	216	223	201	206	167	224	169	160	163	2,673
2015/16	258	252	241	229	219	232	208	206	206	202	198	154	153	2,758
2016/17	230	234	254	238	240	229	238	212	197	232	167	180	135	2,786
2017/18	265	237	244	254	235	245	225	258	226	212	197	157	167	2,922
2018/19	247	242	248	241	245	226	241	225	245	249	202	158	138	2,907
2019/20	234	248	217	230	232	240	217	233	201	269	202	157	155	2,835
2020/21	224	208	237	200	213	235	232	203	227	242	211	180	143	2,755
2021/22	219	238	215	241	228	213	242	219	198	276	197	161	157	2,804
Current 22/23	218	231	232	212	246	198	221	222	226	241	214	160	139	2,760
Projected 22/23	244	223	242	217	237	230	216	239	215	232	229	164	151	2,839
Proj Difference	26	-8	10	5	-9	32	-5	17	-11	-9	15	4	12	79
Proj Accuracy	88.1%	96.5%	95.7%	97.6%	96.3%	83.8%	97.7%	92.3%	95.1%	96.3%	93.0%	97.5%	91.4%	97.1%

Source: Douglas School District (Student Data 2012/13 to to 2021/22) and RSP & Associates, LLC 2021/22 Student Forecast Model

Notes of Enrollment Situation:

- 2022/23 enrollment has declined by 44 students – 2022/23 was projected to increase by 35 students
- 4th to 5th grade greatest decrease since 2012/13 (Average +2 : 22/23 -30)
- 6th to 7th grade greatest decrease since 2012/13 (Average -1 22/23 -20)
- 9th to 10th grade greatest decrease since 2012/13 (Average -36 22/23 -62)

Important Student Growth Indicators

1. Development trends

- Analysis assumes 100-250 new units a year to be added to the inventory – utilizing data from the city, monitor the number of units built per year
 - If more units are built per year, the student increase may be more
 - If less units are built per year, the student increase is limited

2. City sponsored infrastructure improvement

- Analysis is assuming the infrastructure improvements along Hwy 14/16 and Cheyenne Boulevard to be completed within the 5 years
 - If this does not happen, future development and student increase is limited

3. Elementary enrollment increase

- Analysis is assuming kindergarten class will increase year to year: 240+ in 2022/23 to 300+ in 2026/27. Utilizing kindergarten round up, monitor how many kindergarteners are forecasted each year.
 - If kindergarten enrollment is smaller than forecasted, enrollment may be lower than analysis
 - If kindergarten enrollment is larger than forecasted, enrollment may be higher than analysis

NEW
Douglas School District
Financial Assistance Waiver

I am the parent/legal guardian of the below named student(s) and am requesting a financial assistance waiver for the following: (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Technology Insurance Fee | <input type="checkbox"/> State/National Assessment Fees (ex: AP, ACT) |
| <input type="checkbox"/> Activity Equipment Fees | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Library Fees | |

Parent / Legal Guardian Name: _____

Home Address: _____

Phone Number / Email: _____

List students for whom you are requesting a waiver:

Student Name / Grade: _____

Student Name / Grade: _____

Student Name / Grade: _____

Student Name / Grade: _____

I am requesting a waiver based upon the following hardship(s). Check all that apply.

(Qualification for one or more of the criteria listed below is required for approval of waiver)

- I have completed an application, and qualify for Free or Reduced Lunch.
- I am enrolled in a federal program for low income families.
Program Name: _____
- I qualify for McKinney-Vento/Homeless assistance
- I am a ward of the state.

I authorize Douglas School District to verify my qualification for the criteria I've selected above.

Parent/Legal Guardian Signature	Date
---------------------------------	------

School District Use Only (Send to Superintendent's Office)

- | | |
|---|---|
| <input type="checkbox"/> Application Approved | <input type="checkbox"/> Application Denied |
|---|---|

Comments: _____

Administrator Signature: : _____	Date: _____
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Board Approved

SECTION	B	TITLE	Board Governance and Operations	FILE	BCD
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SCHOOL BOARD & SUPERINTENDENT RELATIONSHIP

The Board believes the success of its mission to create a high-quality learning environment where all children can learn depends upon the cooperation between the Board and the Superintendent.

To achieve this common goal of student achievement, the board-superintendent governance leadership team will make every possible effort to develop a mutual understanding of their respective roles, create clear expectations and transparency, build professional trust and respect, and communicate openly and honestly with each other.

The Board believes that the legislation of policies is its most important function and that the execution of those policies is the function of the Superintendent.

The Superintendent will be responsible for the administrative and advisory functions of the Board. Strategic planning, policy- making and superintendent evaluation are the functions of the Board. The Board retains final authority within the District, as charged by the South Dakota Legislature.

Together, the Board and the Superintendent are a team, each playing a well-defined position

REFERENCES

Policy Reference:
 BCD-E

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Review	9/12/22		

SECTION	B	TITLE	Board Governance and Operations	FILE	BCE
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BOARD COMMITTEES

The Board may authorize the establishment of committees from among its membership as it finds it necessary to study operations in specific areas and to make recommendations for Board action.

All committees will be appointed by the Board president. The Board president and the Superintendent will serve as ex-officio members of all committees.

The functions of committees will ordinarily be fact-finding, deliberative and advisory, and their reports will be made to the Board for discussion and action. All committee appointments will be for no longer than necessary to discharge the completion of their assignment.

REFERENCES

State Reference:
 SDCL 13-8-26
Policy Reference::
 BDC

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

SECTION	B	TITLE	Board Governance and Operations	FILE	BCF
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ADVISORY COMMITTEES TO THE BOARD

The Board will, when it deems appropriate, appoint citizens committees to counsel and assist the District in planning programs and projects. The Board will have the power to dissolve any advisory committee and will reserve the right to exercise this power at any time during the life of any committee.

COMMITTEE APPOINTMENT AND FUNCTIONS

The following policies will govern the appointment and functioning of citizens committees:

1. The composition of a citizens committee will be broadly representative and will take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to such committee as members or consultants, as found desirable.
2. All appointments will be made by the Board, which may name a community selection committee to make nominations for the purpose of obtaining broader community presentation. The appointment of any staff members to such committees will be made by the Board upon recommendation of the Superintendent.
3. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve;
 - b. The service the Board wishes the committee to render, and the extent and limitations of its responsibility;
 - c. The resources the Board will provide;
 - d. The approximate dates on which the Board wishes to receive major reports;
 - e. Board policies governing citizens committees and the relationship of these committees to the Board as a whole, to individual Board members, to the Superintendent, and other members of the professional staff;
 - f. Responsibilities for the release of information to the press.
4. Recommendations of citizens committees will be based on research and fact.
5. A school board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of a citizens committee must be submitted to the Board for official action.

REFERENCES

Policy Reference: COMMUNITY AND PARENT INVOLVEMENT IN DECISION MAKING
ABA -
ABAA PARENT INVOLVEMENT IN TITLE I
ABAA-R(1) PARENT INVOLVEMENT IN TITLE I - Guidelines (Regulation)

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

DOUGLAS SCHOOL DISTRICT
Board Policy
(REVIEW)

SECTION	B	TITLE	Board Governance and Operations	FILE	BCG
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SCHOOL ATTORNEY

The Board may appoint an attorney at its discretion to advise and represent the district.

It will be the duty of the school attorney to advise the Board and the Superintendent on the specific legal problems submitted to him/her. The school attorney will attend meetings upon request and will be sufficiently familiar with Board policies, practices and actions under these policies and requirements of the school code to enable him/her to offer the necessary legal advice.

REFERENCES

State Reference:
 Legal:
 SDCL 13-8-39
 SDCL 13-10-2

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

SECTION	B	TITLE	Board Governance and Operations	FILE	BDB
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SCHOOL BOARD STUDY SESSIONS AND WORK RETREATS

The Board is tasked with a constant flow of governance issues that require action and is determined to expedite the business of the District. The Board is also mindful of the importance of planning, brainstorming and thoughtful discussion.

At its discretion, the Board may schedule study sessions or working retreats in order to provide the governance team an opportunity to deliberate without taking action. All study sessions or work retreats shall be open to the public and comply with state open meetings and public records laws.

Generally, study sessions and work retreats are not open to public input. However, the Board may solicit input at the discretion of the Board Chair.

REFERENCES

State Reference:
 Legal:
 SDCL 1-25-1
 SDCL 1-25-1.1
 SDCL 13-8-35
 SDCL 1-27

Policy Reference:
 BD
 BDDA
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Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

DOUGLAS SCHOOL DISTRICT
Board Policy
(REVIEW)

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDA
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NOTIFICATION OF SCHOOL BOARD MEETINGS

Notice of all regular meetings of the Board will be given to the press, the public and all Board members. Dates of regular meetings of the Board will be provided in annual announcements made available in printed form to the news media and the public, following the setting of the dates, times and place of Board meetings at the annual meeting.

Public notice shall be given by posting the proposed agenda on the school’s website and in a place that is visible, readable and accessible at least 24 hours prior to any meeting. Local news media that have requested notice will be notified in person, by mail, email or telephone. Meetings conducted via telephone conference call are subject to the public notice law.

Except in rare emergencies, notification for all special, rescheduled meetings will be sent to the media in time for the public to be notified at least 24 hours in advance. When 24 hours printed notice of a special meeting cannot be given to the public, the business manager or designee will make every effort to make the meeting known to the public through other channels.

All Board members will be personally notified by the business manager or designee of special meetings in sufficient time to allow each member’s presence.

REFERENCES

State Reference:
 SDCL 1-25-1.1
 SDCL 1-27-1.16
 SDCL 13-8-10

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

DOUGLAS SCHOOL DISTRICT
Board Policy
(REVIEW)

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDD
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QUORUM

A majority of the school board membership constitutes a quorum for the transaction of school business.

REFERENCES

State Reference:
SDCL 2-14-15
SDCL 13-8-10

Policy Reference:
BD
BDDF

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDE
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PARLIAMENTARY PROCEDURE

The Board of Education shall utilize Robert’s Rules of Order for Parliamentary Procedure as the guide for conducting official meetings held by the Board of Education. However, in utilizing Robert’s Rules of Order for Parliamentary Procedure as a guide, it is not intended nor is it required that there be strict compliance with Robert’s Rules of Parliamentary Procedure. The Board President/Chairperson shall make all decisions related to parliamentary procedure that may arise during the course of a meeting. Any Board member may appeal the decision of the Board President/Chairperson to the full Board (school board members present at the meeting), and the Board shall, by majority vote, decide the procedural issue or question pending before the Board.

The purpose of parliamentary procedure is:

1. to establish guidelines by which the business of the governing board can be conducted in a regular and internally consistent manner;
2. to organize the meetings so that all necessary matters can be brought to the Board and that decisions of the Board can be made in an orderly and reasonable manner;
3. to insure that members of the Board, concentrating on the substantive issues at hand, have the necessary information to make decisions, and to insure adequate discussion of decisions to be made; and
4. to insure that meetings and actions of the Board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

REFERENCES

Policy Reference:
 BD School Board Meetings

Adoption History

First Reading	10/27/14		
Approved	11/17/14		
Reviewed	9/12/2022		

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDE-E(1)
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PARLIAMENTARY PROCEDURE GUIDE

To obtain the right to speak, address the chairperson and be recognized by the chair before speaking. (Member: "Mr./Madame Chair/President . . ." and Chair/President: "The chair recognizes _____").

To introduce a motion, say, "I move that..."

A motion may be withdrawn by the maker with general consent or by majority vote if objection to withdraw is made.

To amend a motion, say, "I move to amend the motion by...." Ways of amending are:

- Striking out parts of the motion;
- Inserting one or more words into the motion;
- Striking out and inserting one or more words into the motion; and
- Substituting a completely new (different) motion.

A motion to reconsider a decision made by the board must be introduced by one who voted with the prevailing side in that previous vote, but is out of order (cannot be made) if any part of the decision has been put into action.

If the parliamentary procedure of the board is to be questioned, say, "Point of order!" The Chair must allow the member to state his/her point, and then the Chair must rule on it – as taken or not taken. If the Chair denies a point of order, his /her decision may be appealed and either upheld or not upheld by a majority vote.

If a board member has a question to ask about a matter under discussion or a procedure to be followed, say, "Point of information!" The Chair must allow the board member to state the question and provide if possible the information requested.

All members of the board, including the chair, should participate in discussion and vote on all matters before the board unless the board member has a conflict of interest, in which case the board member must abstain. Abstentions should be noted in the minutes, but do not count as an affirmative or negative vote on the matter before the board.

A tie vote does not gain a majority and means that the motion is defeated.

A legal quorum of the board is required to be present in order to conduct official school business and board action requires the approval of a majority of those members voting.

A school board is a public board and the vote of its official actions should be part of the published minutes. A roll call vote may not be required. Roll call votes are required only when one or more school board members are participating via the phone, or when requested by a school board member. It should be clear from the minutes how members of the board have voted.

Some boards provide for public comments at some point in the meeting (i.e., during a public forum before or after approval of the agenda, or just before adjournment). At all other times, the public should speak, only after being recognized by the Chair (who may, but does not have to, recognize a person wishing to speak).

The vehicle of action is through a motion. The chair may assist the mover with wording for clarity.

A motion should deal with only one issue or idea. A chair or a member can ask that a motion be rephrased or rewritten or divided into two motions if it deals with two or more different matters.

The Chair may allow general information to be presented on an agenda item before a motion is made, but the Chair should require a motion to be made and seconded before discussion and debate on the item under consideration is allowed.

Debate must be limited to the issue at hand. Speakers who wander or attempt to enter new matters should be ruled out of order.

No new main motions may be made while another is on the floor

Main motions may be amended. Votes on amendments must be taken before there is a vote on the original motion.

No more than one amendment to an amendment can be allowed or accepted for discussion.

Before a vote on a main motion is taken, business can be interrupted by a motion to:

- Lay it on the table – A motion to “lay it on the table,” often referred to as a motion to table, is properly used only when there is urgent business to be addressed while a main motion is on the floor and debate on the pending motion is temporarily suspended and resumed during the current meeting or at the next meeting. A motion to remove the motion from the table is required to resume debate on a motion that was tabled;
- Postpone action to a certain time or indefinitely – A motion to postpone to a certain time is used when the intent is to make the decision after more information is available or for some other scheduling reason. A motion to postpone to a certain time should include the main motion under consideration shall be taken up again by the governing board. A motion to postpone indefinitely is used when the intent is to kill the motion under consideration. Passing a motion to postpone indefinitely is to defeat the motion without voting against the motion;
- Refer it to a committee;
- Withdraw it from consideration; or
- Adjourn the meeting.

The chair should avoid closing a discussion when members wish to speak. A governing board member may seek to close discussion on a motion and have a vote by making a motion (“I move the

previous question"). If there is a second to the motion (the motion to "move the previous question" is not subject to debate), immediately there is a vote on the motion to close debate. A two-thirds majority vote is required to pass the motion to close debate, and if the motion passes, the President/Chairperson must put the question to a vote without further debate.

In cases where the Chair believes the discussion to have ended, the Chair may call for a vote on the main motion without a formal motion to close debate unless a member objects.

A motion once voted down cannot be reconsidered at the same meeting of the board without the consent of a majority of the members of the board.

If any member acts in any respect in a disorderly manner, it shall be the privilege of any member, and the duty of the President to call him or her to order.

If any member considers himself or herself aggrieved by a decision of the chair, it shall be his or her privilege to appeal to the board, and the vote on such appeal shall be taken without debate.

When the chair has commenced taking a vote, no further debate or remark shall be admitted, unless there has evidently been some mistake; in which case, the mistake shall be rectified, and the chair shall recommence taking the vote.

The Board President/Chairperson has the primary responsibility for conducting the meeting.

REFERENCES

Adoption History

First Reading			
Approved			

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDE-E(2)
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PARLIAMENTARY PROCEDURE MOTIONS CHART

A motion with a higher number takes precedence over a motion with a lower number (i.e., a motion with the higher number dictates what is to be addressed at that time by the school board).

	MOTION TO:	2nd REQUIRED?	DEBATE?	AMEND?	VOTE REQUIRED?
1	Make a decision on a matter before the School Board (main/original motion)	yes	yes	yes	majority
2	Amend or Substitute Motion	yes	yes	yes	majority
3	Amend the Amendment	yes	no	yes	majority
4	Refer to Committee	yes	yes	yes	majority
5	Postpone to a Certain Time	yes	yes	yes	majority
6	Close Debate	yes	no	yes	2/3
7	Take a Recess	yes	no	yes	majority
8	Adjourn	yes	no	no	majority

The following motions or inquiries may be made at any time during the meeting when there is no other agenda item currently pending or being addressed by the school board:

	MOTION TO:	2nd REQUIRED?	DEBATE?	AMEND?	VOTE REQUIRED?
1	Address a matter which has been tabled (take matter from table)	yes	yes	no	majority
2	Reconsider Prior Action	yes	yes	no	majority
3	Rescind Prior Action	yes	no	yes	majority

The following motions deal with the conduct of the meeting and may be brought up at any time when business is being conducted:

	MOTION TO:	2nd REQUIRED?	DEBATE?	AMEND?	VOTE REQUIRED?
1	Point of Order (on parliamentary procedure)	no	no	no	none
2	Request for information	no	no	no	non
3	Appeal a Decision of the Chair/President	yes	yes	no	majority
4	Require a roll call vote	no	no	no	non

Adoption History

First Reading			
Approved	Rev July 14, 2016		
Reviewed	9/12/2022		

DOUGLAS SCHOOL DISTRICT
Board Policy
(REVIEW)

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDF
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VOTING METHOD

As the elected officials responsible for the governance of the school district, the Board sets the direction for the school district through the establishment of policies and by taking other official actions.

Any board action may be taken if it is approved by the majority of members voting.

Votes on all motions and resolutions will be by “ayes” and “nays”. No secret ballots will be used.

At the discretion of the president or on the request of a member, a show of hands vote will be made; and the vote of members will be recorded. On a voice vote, any member may request that his vote be recorded.

All official acts of the School Board relative to motions or resolutions passed at board meetings become effective at the time of such passage unless otherwise expressly provided therein.

REFERENCES

State Reference:
 SDCL 2-14-15
 SDCL 6-1-17
 SDCL 13-8-10

Policy Reference:
 BD
 BBFA
 BDDD

Adoption History

First Reading	7/10/95		
Approved	8/14/95		
First Reading of Revision	11/17/14		
Approved	12/8/14		

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH-E(1)
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DOUGLAS SCHOOL BOARD REQUEST TO COMMENT SPEAKER SIGN IN

DATE _____

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative or threatening, shall not make comments which are disrespectful to one or more persons, and shall not use profanity.

	Name & Address	Email & Phone #	Topic / Item #
1			
2			
3			
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Board Approved 9/28/17; Reviewed 9/12/2022

DOUGLAS SCHOOL DISTRICT
Board Policy
(REVIEW)

SECTION	B	TITLE	Board Governance and Operations	FILE	BFA
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POLICY DEVELOPMENT SYSTEM

The Board endorses for use in this District the policy development, codification and dissemination system of the Educational Policy Service of the National School Boards Association (EPS/NSBA).

While it may be modified, this system is to serve as a general guideline for tasks related to policy research, the preparation of policy proposals, reviewing policy drafts, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the maintenance of an effective policy manual

REFERENCES

State Reference:

Federal Reference:

Adoption History

First Reading	2/9/78		
Approved	3/9/78		
Reviewed	9/12/2022		

DOUGLAS SCHOOL DISTRICT
Board Policy
(REVIEW)

SECTION	B	TITLE	Board Governance and Operations	FILE	BFE
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ADMINISTRATION IN POLICY ABSENCE

In the absence of board policy specifically covering any action that the Superintendent determines must be taken for orderly administration, the Superintendent may take temporary action that is believed to be in harmony with the overall policy of the Board. However, the Superintendent will not be free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case in which the Superintendent must take such action, it will be presented to the Board for its consideration at its next meeting.

REFERENCES

State Reference:

Federal Reference:

Adoption History

First Reading	11/6/80		
Approved	12/11/80		
First Reading -Revisions	10/8/14		
Approved	1/12/15		

SECTION	B	TITLE	Board Governance and Operations	FILE	BK
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EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board will annually review its own performance in terms of generally accepted principles of successful board operations and in relation to its goals and objectives. The Board self-evaluation shall address performance in the key functions of vision, structure, accountability, conduct, ethics and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year. Evaluation will indicate the strengths of the Board and the areas of needed improvement.

To help the Board meet this goal, the following elements will be included in the self-evaluation process.

1. Board members will be involved in the development of an evaluation instrument and procedures by which they will evaluate themselves.
2. The Board evaluation instrument will be completed by individual board members on a confidential basis and submitted to the Board Chair, or the designee, for compilation.
3. Each conclusion will be supported by objective evidence.

Upon final discussion of the results, the Board will develop both short and long-range goals and objectives to ensure continued proficiency in its areas of excellence, to strengthen weak areas, and to improve the efficiency of the Board.

REFERENCES

State Reference:

Policy Reference:
 Board Policy Exhibit BK-E

Adoption History

First Reading	12/8/14		
Approved	1/12/15		
Reviewed	9/12/2022		

SECTION	B	TITLE	Board Governance and Operations	FILE	BK-E
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ANNUAL SELF-APPRAISAL OF THE SCHOOL BOARD

WHY IS BOARD EVALUATION FOR YOU?

Take a few moments to analyze your board, your relationships, your operation, your meetings, your school system, the public you serve, and your commitment to educational excellence.

Why evaluate? Because you want accountability. You want improvement in your operations. Because you want to do the best you can for your school system and community. This commitment to quality, to excellence, and to local control of the educational system is the real why.

BOARD EVALUATION

The following list of items pertains to the operation of the school board. Each board member rates his or her individual performance and the board as a whole. When evaluating your individual performance, reframe the question in terms of "I." The evaluation scale to be used is:

5 – Outstanding
 4 – Good
 3 – Satisfactory but could improve
 2 – Weak and should improve
 1 – Ineffective

	Self Only	Board As A Whole
A. Board Qualities		
1. Board members demonstrate through actions that they believe all children can learn.	_____	_____
2. Board members make decisions in terms of what is best for students.	_____	_____
3. Board members are independent, open--minded and respect the decisions of fellow board members and the administration.	_____	_____
4. The Board strives to improve board skills and keep abreast of educational issues by attending workshops/conferences		

at the local, regional and state levels.

5. The Board understands their role as a policy-making body. The Board annually reviews and revises the District's long-range plan.

6. The Board annually reviews and revises the District's long-range plan.

B. Board Relationship with the Superintendent

1. The Board keeps the Superintendent informed on issues, needs and complaints in a manner allowing the Superintendent the opportunity to solve related problems in a professional manner.

2. The Board establishes written policies which clearly interprets its position on policy matters pertaining to the school district thereby enabling the Superintendent to properly carry out the wishes of the Board.

3. The Board publicly supports the Superintendent's administrative regulations and decisions and relays any disagreement in a private or executive session.

4. The Board disregards personalities and considers the recommendations of the Superintendent in an unbiased and objective manner.

C. Board Relationships with the Community

1. Board members recognize that they represent the "entire" community and that it has entrusted them with the educational development of the children and youth of the community.

2. The Board takes the initiative in helping all community members to have all the facts all the time about their schools so it will readily provide the finest possible school program, school staff and school facilities.

3. The Board recognizes that the community expects its primary concern to be what is in the best interest of each and every student without distinction as to who they are or what their background may be.

4. Board meetings are conducted in accordance with the open meeting law.

D. Board Relationship to Financial Management of the Schools

- 1. The Board establishes the policies and provides the necessary resources to properly manage the finances of the school district. _____
- 2. The Board requires proper accountability for the expenditure of school district funds. _____
- 3. The Board utilizes approved funding to maintain a high quality educational program in the District. _____
- 4. The Board keeps the community informed about the financial needs of the school district. _____
- 5. The Board ensures that the budget reflects the District's long range planning. _____

E. General Statements

Identify three strengths of your school board:

- 1. _____
- 2. _____
- 3. _____

Identify three areas where your school board could improve:

- 1. _____
- 2. _____
- 3. _____

Identify three priority performance goals for your Board for the next school year:

- 1. _____
- 2. _____
- 3. _____

Identify any areas for clarification of the role of the Superintendent and the Board.

Adoption History

First Reading			
Approved	01/12/2015		