

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Monday, March 25, 2024

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/96889010748?pwd=UEhWMkRSY08xU3JKb3FPQXJQMgdcUT09>

Meeting ID: 968 8901 0748

Passcode: 539077

Individuals attending virtually and desiring to speak during public 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.

{{Name: Agenda Item Name}}

1. Call Meeting To Order:
2. Pledge of Allegiance and Moment of Silence In Honor Of Fallen Soldiers And Active Duty Persons:
3. Recognition:
 - State SPED Conference Presentations
 - Above & Beyond Recipients for the 3rd Quarter
4. Review of Board Working Agreements:
 - We ask
 - We learn
 - We lead
- 5.
6. Public Forum:
7. Approval of Agenda:
8. Consent Agenda Items:
 - A. Approval of Regular Meeting Minutes for March 11, 2024.
 - 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
 - F. Approve Request to Add Three (3) Certified FTE to Special Education Staff for Purpose of Assessment and Compliance.
9. Items Removed From Consent Agenda
10. Elementary and Secondary Curriculum and Instruction Items:
- A. Work-based Learning - DHS
11. Superintendent Items:
- A. RSP Demographic Study Presentation.
12. Fiscal Resources Items:
- A. SB 127B Salary and Compensation Explanation
 - B. Approve Recommendations by the Capital Outlay Committee for the 2024-25 Capital Outlay Projects.
13. Operational Support Services Items:
- A. Approve SECOND READING of REVISED Policy IIBGA District Assigned Computers and Exhibit IIBGA-E1.
 - B. Approve FIRST Reading of Policy IIBFA - Use of Artificial Intelligence Technology.
 - C. Hear INFORMATIONAL READING of Board Policies, Section J, JECB - JEG.
14. Reports:
- A. Superintendent:
 - 1. NAFIS Report
 - 2. OLDCC Grant #II Update
 - B. Committee Reports From Board Members and Comments from Associate Board Members
15. Upcoming Calendar Events:
April 1-5 - Spring Break, No School
April 8 - BOE Meeting, 5:00 pm

16. Executive Session

17. BOE Work Session with Ellynor Martinez.

18. Adjournment



PARTNERS FOR THE FUTURE

Elke Kuegle

German High School Teacher

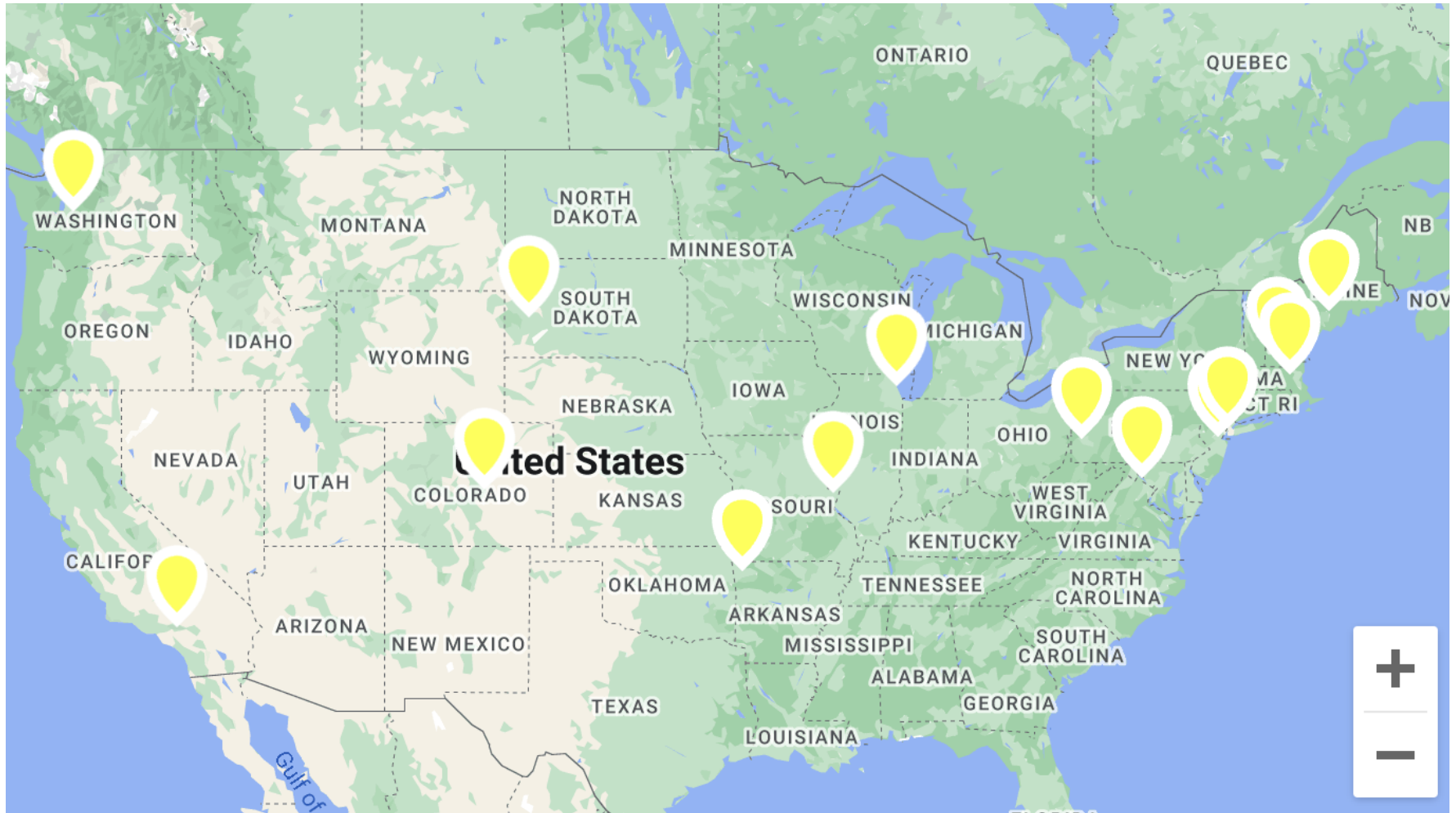
**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

Background

- **Launched February 2008**
- **Germany's Federal Foreign Office**
- **Administered by the Goethe Institut, the Central Agency for Schools Abroad (ZfA), The German Academic Exchange Service (DAAD), and the Educational Exchange Service (PAD)**

Global Network



More than 2000 PASCH Schools worldwide with 14 of them in the US





Today, Douglas High School was officially welcomed into the PASCH network and awarded the PASCH plaque



Day 2 at Douglas High School

The Consul General of Germany from Chicago to tell students about his job and answer questions about German related topics









MATT GADE, JOURNAL STAFF

Douglas High School Principal Duane Wince, left, and German Consul General Wolfgang Mossinger unveil the official plaque as the high school is inducted into the PASCH Network during an assembly in the school gymnasium on Friday afternoon in Box Elder.

Willkommen Douglas

South Dakota school joins global network

LAURA HECKMANN
Journal staff

BOX ELDER — Douglas High School joined a global network Friday afternoon as the only school in South Dakota, and one of only 14 in the United States,

to be admitted to the international PASCH network — a global network of schools that place a high value on learning about Germany.

A special ceremony packed the high school gym Friday for

the occasion, including German Consulate General Wolfgang Mossinger, PASCH language consultant with the Goethe-Institut Franziska Trepke, Box Elder Mayor Larry Larson, members of the Douglas Board of

Education, members of the DHS German Club, DHS World Languages teacher Elke Kuegle and DHS Principal Duane Wince.

The PASCH Initiative is a

Please see **DOUGLAS**, Page A3

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What are the benefits of being a PASCH school?





- **Scholarships for students to participate in summer courses in Germany**
- **National examinations by the Goethe Institute at reduced rates**
- **Access to global learning and exchanges with other schools**
- **Competitions and prizes**
- **Study tours to Germany for principals & administrators**
- **Material, resources, professional development**
- **Tuition Free Universities in Germany**



**GOETHE
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Other Support from the German Foreign Office

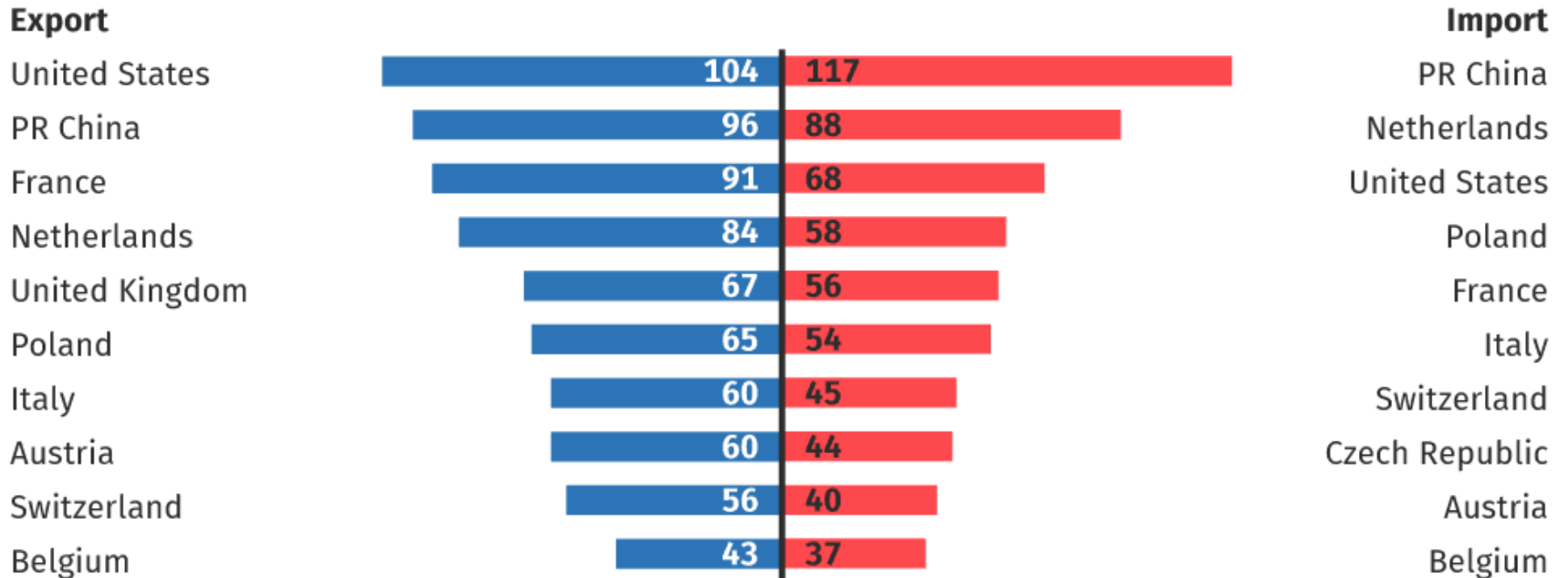


**KULTUSMINISTER
KONFERENZ**
*Pädagogischer
Austauschdienst*

Facts

Germany's major trading partners, 2020

Euro billions



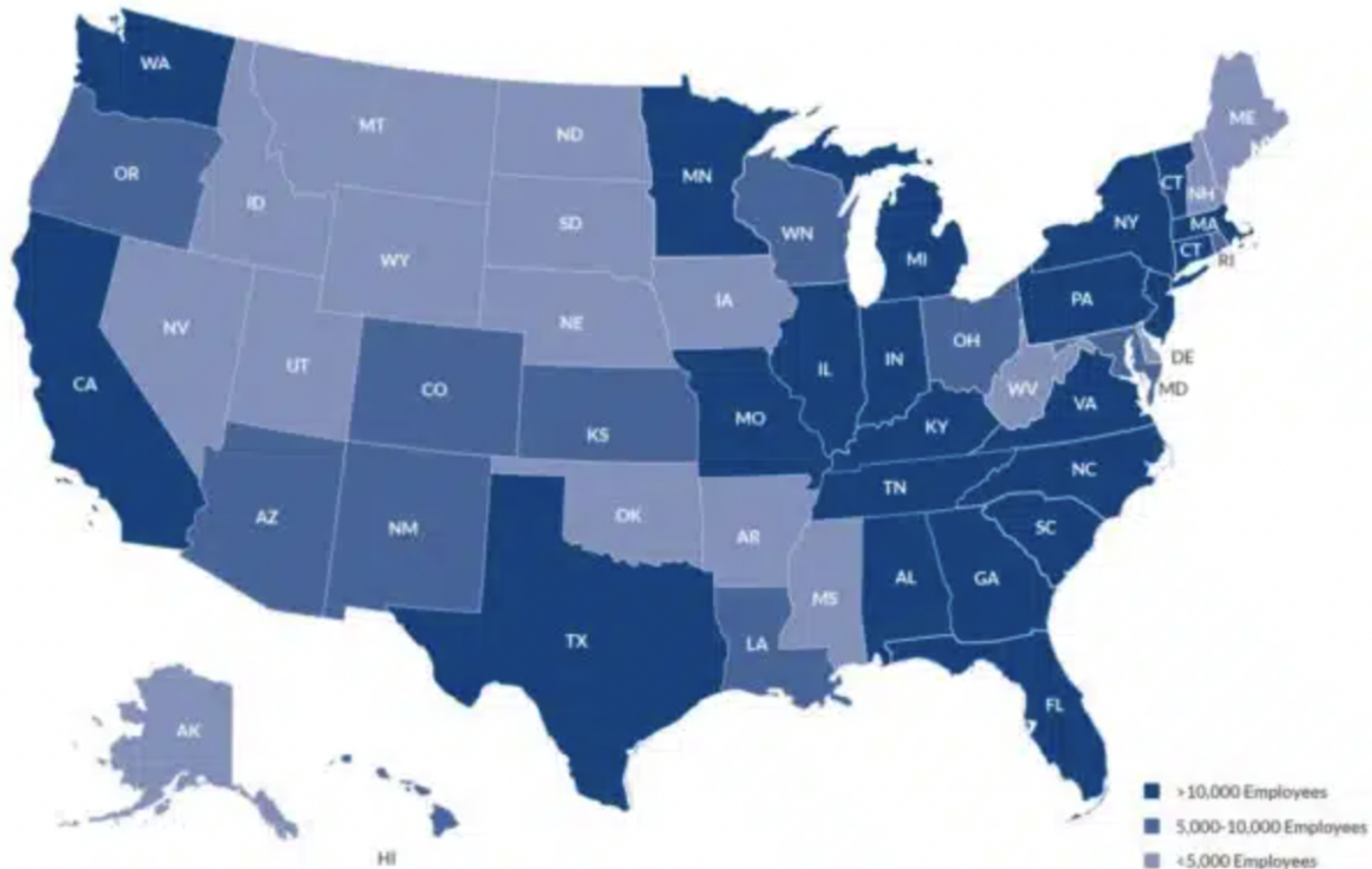
Preliminary Result

©  Statistisches Bundesamt (Destatis), 2021

2022: over 5,500 German companies in the US employing over 880,000 people

GERMAN FIRM EMPLOYMENT IN THE US

Source: The Representative of German Industry and Trade



Some prominent German Companies in the US

- **DHL**
- **Aldi**
- **Trader Joe's**
- **STIHL**
- **Bosch**
- **Siemens**
- **Daimler/Mercedes**
- **Volkswagen**
- **Audi**
- **Allianz**
- **BASF**
- **Bayer**
- **BioNTech**
- **Becks**
- **Lidl**
- **Lufthansa**
- **Miele**
- **Melitta**
- **Puma**
- **T-Mobile**
- **Deutsche Bank**
- **and many more**

American Companies in Germany

More than 1,700 US companies are in North Rhine Westphalia alone:

3M

Coca Cola

Ford

UPS

FedEx

QVC

Johnson & Johnson



**VIELEN DANK
FÜR IHRE
AUFMERKSAMKEIT.**

**Thank you for your
attention.**

McPherson, Jackie

From: Hunold, Cordula <Cordula.Hunold@goethe.de>
Sent: Thursday, March 21, 2024 10:28 AM
To: McPherson, Jackie; Case, Kevin
Cc: Kuegle, Elke K
Subject: School board meeting: March 25 at 5:00 at the VANDENBERG ELEMENTARY SCHOOL

Caution: This email originated from outside the K-12 email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Mr. Case, dear Ms. McPherson,

in connection with the planned changes of the German program at Douglas High School, I would like to register for the School Board Meeting on March 25. Ms. Kügle will present my petition on my behalf.

I am responsible for the PASCH program in the North America region at the Goethe-Institut Washington D.C..

Schools: Partners for the Future (PASCH) is an initiative launched by the German Federal Foreign Office in 2008. It comprises a worldwide network of 2000 partner schools with a special connection to Germany and aims to expand the teaching of German at the partner schools. Through the targeted support of the schools, a lasting interest and enthusiasm for modern Germany and the German language is awakened in young people in over 120 countries.


As a result of years of cooperation, the Douglas High School was accepted into the Goethe-Institut's PASCH network in 2022. The school has thus become a beacon in the region and one of the few schools outside the East Coast of the USA that has been given the privilege of being one of 14 PASCH schools in the USA.

I would be very pleased if you would allow Ms. Kügle the time to make a statement on my behalf.

Yours sincerely
Dr Cordula Hunold

Dr. Cordula Hunold
Expertin für Unterricht PASCH

Goethe-Institut Washington
1377 R Street NW,
Suite 300
Washington DC 20009
cordula.hunold@goethe.de

 [Subscribe to our monthly teacher newsletter](#)

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, March 11, 2024

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Monday, March 11, 2024 at 5:00 PM in the library conference room at Vandenberg Elementary School, Box Elder, South Dakota. President Tanya Gray presided. Those present were:

Ben Frerichs: Present, Tanya Gray: Present, Amy McGovern: Present, Chris Misselt: Present, Tonya Welch: Present. Patrice Holmes: Associate Member, Present; Jo Anne Mulholland: Associate Member, Present.

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

President Tanya 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 Ben Frerichs and seconded by Amy McGovern, Carried.

Motion to approve the consent agenda, Items 7A, 7C, and 7D, moving Items 7B and 7E after Executive Session. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

Approved Regular Board Meeting Minutes of February 26, 2024.

Approved March 15 Accounts Payable Report and February Payroll Report. (Attachments)

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

Superintendent Items:

Buildings and Grounds Coordinator Jace Waltman introduced Derek Budig and Troy Giegling from Mammoth, a sports facility design and construction company out of Sioux Falls. They presented a plan to upgrade the Douglas track and football field. Currently, the track is not in suitable condition to host any track meets. The track renovation, which would include new shot put, discus and pole vault areas would cost approximately \$1,592,000, and the football field conversion to FieldTurf, including new aggregate base, drainage and athletic equipment and a 8-year maintenance plan would cost approximately \$1,569,000. This project is on the Capital Outlay Proposals for 2024-25 and the Board will take action at its March 25 meeting.

Fiscal Resources Items:

Board members have the opportunity to review the Capital Outlay Project requests for 2024-25 prior to taking board action at the March 25 board meeting. Between the grant dollars available and

the normal revenue between local property taxes and impact aid for capital outlay, the district will raise approximately \$2.9 million dollars. However, the current capital outlay requests are over \$7 million dollars. That is largely in part due to two large items that need to be replaced immediately - the high school roof and the track and field. These projects have been put on hold in the past and now maintaining them as they currently are has become unsustainable. The district has Impact Aid dollars in reserve that will be used to balance the budget and finalize the projects as presented and recommended by the Committee.

Operational Support Services Items:

Motion to approve Second Reading of Reviewed or Revised Board Policies, Section K, KL-KMB. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

- Revised Board Policy KL - Complaint Against School Employee
- Revised Board Policy Regulation KL-R - Complaint Procedure
- Reviewed Board Policy Exhibit KL-E(1) - Complaint Against School Employee Report Form
- Reviewed Board Policy Exhibit KL-E(2) - Appeal to the Superintendent
- Reviewed Board Policy Exhibit KL-E(3) - Appeal to the School Board
- Reviewed Board Policy KLA - Public Complaints
- Revised Board Policy KLB - Public Complaints about the Curriculum or Instructional/Library Materials
- Reviewed Board Policy Exhibit KLB-E - Citizen's Request for Reconsideration of Educational/Library Materials
- Deleted Board Policy KLC - Public Complaints about Library Materials
- Revised Board Policy KLD - Public Complaints for Federal Programs
- Reviewed Board Policy KMA - Relations with Parent Organizations
- Reviewed Board Policy KMB - Title 1 Parent Involvement

Motion to approve First Reading of Revised Board Policy IIBGA- District Assigned Computers and Exhibit IIBGA-E1. This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried. Voting Nay: Misselt, Welch.

Informational reading to review new Board Policy IIBFA - Use of Artificial Intelligence Technology.

Executive Director of Operational Support Services Bud Gusso presented an overview of the feedback gathered at the Classified Staff Listening Sessions in February. The feedback is sorted into four basic categories: Professional Development, Salary & Benefits, Wellness, and Improving Working Conditions.

Reports:

Superintendent Kevin Case and Business Manager Trista Olney are attending the Spring National Association of Federally Impacted Schools (NAFIS) Conference in Washington DC this week.

Committee Reports from Board Members and Comments from Associate Board Members

Jo Anne Mulholland reminded everyone that April is the Month of the Military Child.

Chris Misselt commented on having the same committee structure since at least 2018 without having any discussion of a better way to increase board member situational awareness for more efficiency and productivity.

Amy McGovern added the Box Elder Chamber of Commerce will hold a ribbon cutting for the grand opening of the Hangar.

Ben Frerichs stated that good information was presented and shared at the Capital Outlay Committee meeting.

Tonya Amaral asked for volunteers for the post prom event. The Box Elder Chamber of Commerce is again supporting the Booster Club with the March 50/50. The next Booster Club meeting is scheduled for March 18 at 6:00 p.m.

Patrice Holmes added that April 12 is Purple Up Day to honor military-connected children.

Tanya Gray commented on the community involvement in supporting school activities.

Motion to move into executive session at 6:15 p.m. for personnel according to SDCL 1-25-2.1. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

President Tanya Gray called the board out of executive session at 6:43 p.m.

Motion to approve Item 7B Personnel Action for March 11, 2024. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

Motion to assess liquidated damages of \$4,000 to T. Rasmussen per Board Policy GCPB-Resignation of Professional Staff Members. This motion, made by Ben Frerichs and seconded by Amy McGovern, Failed. Voting Nay: Frerichs, McGovern, Misselt, Welch.

Motion to adjourn the meeting at 6:45 p.m. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

Tanya Gray, President

Trista Olney, Business Manager

_____ Initials

_____ Date

Published once at the total approximate cost of _____.

Board Report - For School Board 03/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
A & B WELDING SUPPLY COMPANY INC.	183743		50.22
AMAZON.COM	183744		7,264.30
AMERICINN-SIOUX FALLS	183745		5,408.00
APPLE EDUCATION	183746		1,664.95
BEST WESTERN PLUS RAMKOTA HOTEL	183747		5,165.97
CARAHSOFT	183749		3,813.29
CASH - CO	183750		474.00
CENTURYLINK	183752		474.35
CITY OF BOX ELDER/PUBLIC WORKS DEPT	183754		4,995.89
CLUBHOUSE HOTEL & SUITES	183756		782.36
DAKOTA BUS SERVICE, INC.	183757		11,713.75
DAKOTA EDUCATION CONSULTING	183758		3,000.00
DAYS INN SIOUX FALLS	183759		475.00
DB SOUND LLC	183760		357.63
DEMCO, INC	183761		526.78
FIDUCIARY ACCOUNT	183762		2,186.50
FLAG STORE USA	183763		657.55
FLINN SCIENTIFIC INC	183764		2,019.54
GOPHER SPORT	183766		719.49
GRIMMS PUMP SERVICE, INC.	183767		234.47
HARLOW'S BUS SALES, INC.	183768		768.77
HIGH POINT NETWORKS, LLC	183769		20.80
HILLYARD INC	183770		6,971.47
JOHNSON CONTROLS INC	183771		536.93
LEAD/DEADWOOD SCHOOL DISTRICT	183772		50.00
LEARNING A-Z	183773		132.00
MENARDS	183775		113.94
MG OIL COMPANY, INC.	183776		10,555.02
MID-AMERICAN RESEARCH CHEMICAL	183777		713.02
MIDCONTINENT COMMUNICATIONS- AUTO PAY	152		1,522.87
MILLER, TRAVIS	183778		1,570.00
MONTANA DAKOTA UTILITIES COMPANY, INC.	153		13,125.54
NORTH CENTRAL BUS & EQUIPMENT CO. INC	183780		500.29
O'CONNOR COMPANY, INC.	183781		546.66
RAPID CITY JOURNAL	183782		216.48

Board Report - For School Board 03/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
RIVERSIDE TECHNOLOGIES INC	183784		4,000.00
SDHSAA	183785		1,040.00
SPEARFISH SCHOOL DISTRICT	183787		184.18
TIE	183789		2,800.00
TIMMONS MARKET	183790		198.48
USES KNIFE, MARGIE	183791		80.00
VANCE PETERSON MEMORIAL CLINICS	183792		270.00
WEST RIVER ELECTRIC-AUTOPAY	154		<u>2,414.31</u>
GENERAL FUND			100,314.80
AMAZON.COM	183744		54.21
BLACK HILLS ROOFING, INC.	183748		81,731.00
CLIMATE CONTROL SYSTEMS AND SERVICE	183755		228,867.90
FOLLETT CONTENT SOLUTIONS, INC	183765		2,294.75
RIVERSIDE TECHNOLOGIES INC	183784		6,598.00
TEMPERATURE TECHNOLOGY INC	183788		<u>81,800.00</u>
CAPITAL OUTLAY			401,345.86
AMAZON.COM	183744		647.22
CASH - CO	183750		114.00
CHILDREN'S CARE HOSPITAL & SCHOOL	183753		2,380.00
FIDUCIARY ACCOUNT	183762		838.00
NCS PEARSON, INC.	183779		516.48
RATWIK, ROSZAK & MALONEY, P.A	183783		106.00
SONOVA USA INC	183786		5,345.74
TIMMONS MARKET	183790		4.92
WESTERN PSYCHOLOGICAL SERVICES	183793		<u>198.00</u>
SPECIAL ED			10,150.36
AMAZON.COM	183744		200.20
CASH - CO	183751		4,523.00
LEXIA LEARNING	183774		<u>99.00</u>
GRANTS			4,822.20
			<u>516,633.22</u>
ALSCO	12353		149.48
BAGUBE, BENITO	12354		158.45
CASH-WA DISTRIBUTING COMPANY, INC.	12355		7,552.60
COCA-COLA BOTTLING CO HIGH COUNTRY	12356		364.00
PAN-O-GOLD BAKING COMPANY, INC.	12357		59.60
PIZZA HUT- BOX ELDER	12358		1,178.00

Board Report - For School Board 03/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
PRAIRIE FARMS	12359		3,490.00
REINHART FOOD SERVICE LLC	12360		<u>4,489.41</u>
FOOD SERVICE			<u>17,441.54</u>
Grand Total:			<u>534,074.76</u>

PAYROLL EXPENDITURES

FEBRUARY 7 2024

FEBRUARY 21 2024

TOTALS

\$1,135,481.55

\$1,227,267.08

**DOUGLAS SCHOOL DISTRICT
PERSONNEL ACTION 03/11/2024**

Classified Service Factor Bonus

Name	Position/Years	Amount	Dates of Service
Brandon Porubensky	Custodian/ 5 Years	\$324.29	3/4/2019-3/4/2024

Certified Resignations/Terminations

Name	Position	Location	Effective Date
John Pierson	ELA Teacher	HS	05/23/2024
Timothy Rasmussen	Phy Ed. Teacher	FC	03/07/24 assess \$4000 penalty per contract terms.
Kelsey Duncan	2nd Grade Teacher	BC	05/23/2024
Amber Lyons	Math Teacher	HS	05/23/2024
** Carrie Bergen	Spec. Ed. Teacher	HS	05/23/2024
** Stacey Schmidt	Inst. Leader	FC	05/23/2024

Classified Resignations/Terminations

Name	Position	Location	Effective Date
Emilee Lyon	Cheerleading	MS	03/28/2024
Emilee Lyon	Counseling Secretary/Registrar	HS	03/28/2024
Jon Pierson	Asst. Wrestling Coach	HS	05/23/2024
Shelly Torbett	Curriculum Secretary	CO	05/09/2024
Chelsie Sears	Food Services	VES	03/29/2024
Lindsay Lowery	Instructional Aide 18 to 21 Transition	Carr	03/21/2024

Certified Voluntary Transfer Request

Name	From Bldg/Position	To Bldg/Position	Effective Date
Sarah Lewis	Carr/Early Intervention/ Sped Teacher	FC/PreK Teacher	2024-2025

Classified Voluntary Transfer Request

Name	From Bldg / Position / Hrs / Wage	To Bldg / Position / Hrs / Wage	Effective Date	
Ethan Roberts	MS/Night Custodian	VES/Night Custodian	2/12/2024	Assignment
Trent Musfelt	BC/Night Custodian	MS/Night Custodian	2/12/2024	Assignment

Certified Staff Hiring

Name	Location / Position	Wage	Effective Date
Amanda Ladwig	MS/Sped Teacher	\$61,625.00	2024-2025
Samantah Brewer	VES/ 5th Grade	\$52,125.00	2024-2025
Tim Kosters	CO/Exec Dir. Operational Support Services	\$120,000.00	2024-2025

Classified Staff Hiring

Name	Location / Position	Wage	Effective Date
Rosemary Black Bear	Trans/Bus Driver	\$20.85	03/05/2024
Gered Pitts	MS/Food Service Worker	\$15.45	03/18/2024

	Princess Thomas	Trans/Sped Bus Aide	\$14.70	03/11/2024	
Temporary Hires					
	Name	Position	Salary	Effective Date	
	Jamie Williams	Summer Admin Intern	\$8,757.00	7/1/24 - 7/30/24	
Certified Non-Renewals					
**	See Attachment				
**	Personnel Action additions and updates made after initial publication and before scheduled school board meeting.				

DOUGLAS SCHOOL DISTRICT**PERSONNEL ACTION 3/25/2024****Certified Professional Growth Plans**

Name	Building	Position
Robert Harrington	HS	HS Math Teacher
Mary Smith	VES	4th Grade Teacher
Travis Ladwig	DMS	7th ELA
Nick Ferguson	HS	Industrial Tech Teacher
Rachel Smith	VES	4th Grade Teacher

Classified Retirements

Name	Position	Location	Effective Date
Pamila Scherer	Accounts Payable	Central Office	3/20/2024

Certified Voluntary Transfer Request

Name	From Bldg/Position	To Bldg/Position	Effective Date
Denise McCormick	VES/4th Grade Teacher	VES/5th Grade Teacher	2024-2025

Classified Voluntary Transfer Request

Name	From Bldg / Position / Hrs / Wage	To Bldg / Position / Hrs / Wage	Effective Date
Tara Kuenkel	VES/Instructional Aide	Carr/Instructional Aide Early Childhood	2024-2025
Mary Walters	Carr/ Instructional Aide 18-21	HS/Instructional Aide	03/19/2024

Certified Staff Hiring

Name	Location / Position	Wage	Effective Date
Meggie Steiner	BC/2nd Grade Teacher	\$54,375.00	2024-2025
Hope Cordell	BC/Kindergarten	\$52,125.00	2024-2025
Kjerstin Anderson	Carr/Speech Language Pathologist	\$63,875.00	2024-2025
Jacob Ferdinand	FC/PE Teacher	\$61,625.00	2024-2025
Jonathan DeRuyter	VES/5th Grade Teacher	\$51,375.00	2024-2025

Classified Staff Hiring

Name	Location / Position	Wage	Effective Date
Theresa Ames	Trans/Bus Aide	\$14.70	03/14/2024
Kaylin Smith	HS/Counselors Secretary	\$16.20	03/15/2024
Debra O'Neal	VES/LRA	\$14.70	03/19/2024

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

February 1, 2024 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 1/31/24	(165,620.14)	1,726,691.63	1,735,621.84
RECEIPTS:			
TAXES	109,540.81	74,317.71	39,082.90
INTEREST	520.67	0.00	0.00
ADMISSIONS	1,708.00	0.00	0.00
LOCAL	4.24	110.17	0.00
COUNTY	30,969.43	0.00	0.00
STATE	1,629,234.04	0.00	260,578.48
FEDERAL	0.00	0.00	253,355.13
OTHER	80.00	0.00	0.00
INTERFUND TRAN.	17,953.28	0.00	0.00
TOTAL RECEIPTS:	1,790,010.47	74,427.88	553,016.51
DISBURSEMENTS:			
VERIFIED CLAIMS	246,483.50	32,156.71	6,499.05
SALARIES	1,666,453.06	0.00	422,516.15
TRANSFERS OUT			
BALANCE 02/29/24	(288,546.23)	1,768,962.80	1,859,623.15
BALANCE 02/28/23	457,068.60	(213,158.03)	1,063,389.13

February 1, 2024 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 1/31/24	(3,727,652.19)	49,497.51
RECEIPTS:		
LOCAL		
STATE		
FEDERAL	87,122.42	0.00
REIMBURSEMENTS		
OTHER (LOCAL) -AFROTC	0.00	0.00
INTERFUND TRAN.		
TRANSFER IN		
TOTAL RECEIPTS:	87,122.42	0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	4,084.17	0.00
SALARIES	93,583.21	0.00
TRANSFERS OUT		
BALANCE 02/29/24	(3,738,197.15)	49,497.51
BALANCE 02/28/23	(3,205,344.23)	50,169.11

February 1, 2024 FINANCIAL	DEP CARE	MEDICAL REIMB	IMPACT AID
BALANCE 1/31/24	1,690.76	(5,283.33)	26,548,333.54
RECEIPTS:			
INTEREST	0.00	0.00	17,953.28
FEDERAL	0.00	0.00	0.00
LOCAL	1,051.68	2,093.72	0.00
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	1,051.68	2,093.72	17,953.28
DISBURSEMENTS:			
VERIFIED CLAIMS	1,083.56	1,429.53	0.00
EXPENDITURES/TRANSFERS OUT	0.00	0.00	17,953.28
BALANCE 02/29/24	1,658.88	(4,619.14)	26,548,333.54
BALANCE 02/28/23	345.15	(127.74)	23,853,261.54

February 1, 2024 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS
BALANCE 1/31/24	387,557.24	260,880.03
RECEIPTS:		
INTEREST		
SALES	66,699.77	0.00
STATE	0.00	0.00
FEDERAL	52,988.47	0.00
LOCAL	240.18	73,792.03
OTHER		
INTERFUND TRAN.		
LOANS		
TOTAL RECEIPTS:	119,928.42	73,792.03
DISBURSEMENTS:		
VERIFIED CLAIMS	181,687.74	34,059.29
SALARIES	81,294.58	0.00
BALANCE 02/29/24	244,503.34	300,612.77
BALANCE 02/28/23	294,397.13	246,591.76

Board Report - For School Board 03/29/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
AMAZON.COM	183810		515.99
AMICK SOUND INC	183811		169.21
ARGUS LEADER	183794		47.19
ASBSD	183812		2,000.00
BLACK HILLS ENERGY- AUTO PAY	155		35,700.72
BLACK HILLS ROOFING, INC.	183813		312.00
BOX ELDER HARDWARE	183814		303.62
BROWN'S SMALL ENGINE REPAIR	183816		458.17
CITY OF BOX ELDER/PUBLIC WORKS DEPT	183819		5,191.52
CLARK, MICHAEL	183820		41.40
CROWN AWARDS	183794		40.03
CT BOOK HOLDINGS LLC	183822		127.80
DAKOTA POTTER'S SUPPLY	183823		4,053.30
DB SOUND LLC	183824		95.00
DENNIS SUPPLY-RC	183825		4,009.46
DOMINOS PIZZA- BOX ELDER	183794		45.00
ETS	183794		85.00
FIDUCIARY ACCOUNT	183826		2,655.75
GOODHEART-WILLCOX PUBLISHER	183828		3,524.84
HOBBY LOBBY CREATIVE CENTER	183794		73.55
INSTRUMENTALIST AWARDS LLC	183829		243.00
INTEGRATED TECHNOLOGY & SECURITY	183830		478.84
JW PEPPER & SONS, INC.	183794		12.98
KIEFFER SANITATION, INC.-AUTO PAY	156		2,486.32
LEADERSHIP MATTERS LLC	183831		6,927.88
LYNN JACKSON SHULTZ & LEBRUN PC INC	183832		663.00
MACKENZIE RIVER PIZZA	183794		570.39
MASTER TEACHER, INC.	183833		27.85
MATH LEARNING CENTER, THE	183834		4,752.00
MENARDS	183835		467.89
MG OIL COMPANY, INC.	183836		1,709.79
MIDCONTINENT COMMUNICATIONS- AUTO PAY	158		1,546.83
MONTANA DAKOTA UTILITIES COMPANY, INC.	157		10,145.78
NATIONAL ART EDUCATIONS ASSOCIATION	183794		735.00
NORTH CENTRAL BUS & EQUIPMENT CO. INC	183839		1,863.68
NORTHERN TRUCK EQUIPMENT CORP.	183840		344.02

Board Report - For School Board 03/29/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
NORTHWEST PIPE FITTINGS, INC.	183841		195.04
OFFICE DEPOT	183794		44.58
PIZZA HUT- BOX ELDER	183794		222.63
POMP'S TIRE	183843		725.44
PRINCIPALS CONFERENCE-GARRETSON HIGH	183844		200.00
RAMKOTA HOTEL	183845		218.00
RAPID CITY JOURNAL	183847		34.28
REALITYWORKS	183848		156.00
REALLY GREAT READING	183794		246.40
RIVERSIDE TECHNOLOGIES INC	183849		1,400.00
RSP & ASSOCIATES LLC	183850		17,000.00
SAM'S CLUB	183794		3543.87
SANFORD HEALTH OCCMED	183851		210.00
SAPPHIRE BACKGROUND CHECK	183852		300.00
SASD	183853		180.00
SDASBO	183854		100.00
SDCA	183794		350.00
SDCTM	183794		225.00
SOUTHEASTERN PERFORMANCE APPAREL	183794		149.00
STAGE MAKEUP ONLINE	183794		552.00
STAN HOUSTON EQUIPMENT COMPANY, INC.	183856		149.00
TIMMONS MARKET	183857		214.25
UNITED AIR LINES	183794		1,622.40
UNITY SCHOOL BUS PARTS, INC.	183858		993.58
US BANK	183794		27.58
VERIZON WIRELESS	183859		447.79
VOYAGER FLEET SYSTEMS, INC.	183860		926.46
WAL-MART STORES INC	183794		1,376.31
WESTERN COMMUNICATIONS, INC.	183861		264.92
WHISLER BEARING COMPANY	183862		95.93
GENERAL FUND			124,595.26
ABDO PUBLISHERS	183809		1,005.20
BROAD REACH BOOKS	183815		149.65
CENTURY BUSINESS	183818		7,560.68
CO-OP ARCHITECTURE	183821		9,375.00

Board Report - For School Board 03/29/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
FOLLETT CONTENT SOLUTIONS, INC	183827		1,966.22
RANGEL CONSTRUCTION COMPANY LLC	183846		33,660.00
CAPITAL OUTLAY			53,716.75
CASH - PUPIL PERSONNEL	183817		22.40
LRP CONFERENCES	183794		295.00
NCS PEARSON, INC.	183838		608.66
SHERATON HOTEL AND CONVENTION CENTER	183855		3,375.00
SOUTHPAW ENTERPRISES	183794		50.00
TIMMONS MARKET	183857		5.77
WAL-MART STORES INC	183794		214.23
SPECIAL ED			4,571.06
COUNCIL FOR EXCEPTIONAL CHILDREN	183794		958.00
LOVES TRAVEL STOP	183794		294.58
NATIONAL STUDENT CLEARING HOUSE	183837		595.00
OWEN, MELISSA	183842		64.62
PROMODIRECT	183794		496.19
SUPER 8 - RC	183794		572.00
GRANTS			2,980.39
			185,863.46
ALSCO	12372		448.44
CASH-WA DISTRIBUTING COMPANY, INC.	12373		9,213.57
COCA-COLA BOTTLING CO HIGH COUNTRY	12374		1,131.50
DAKOTA WAREHOUSE	12375		126.00
FIDUCIARY ACCOUNT	12376		155.00
GENERAL FUND	12377		917.77
PAN-O-GOLD BAKING COMPANY, INC.	12378		476.80
PARTS TOWN	12379		576.11
PIZZA HUT- BOX ELDER	12380		1,168.50
PRAIRIE FARMS	12381		5,928.83
REINHART FOOD SERVICE LLC	12382		13,043.69
SDRA/SDRA SERVICES COMBINED	12383		180.00
FOOD SERVICE			33,366.21
Grand Total:			219,229.67



What do we want students to
know/do?

We spoke to the experts. OUR STUDENTS

Our seniors shared with us that an area for growth at DHS was work like experiences, courses that are hands on, and experiences to prepare them for the real world.

“I am still trying to figure my life out”

“More things that have to do with real world”

“Work with a job you may work at”

“Have local companies involved”

We spoke to the experts. OUR STUDENTS

“I am still trying to figure my life out”

“More things that have to do with real world”

“Work with a job you may work at”

“Have local companies involved”

“Learning a trade and getting a head start is very important”

“I don't believe a bachelor's or higher is needed in today's world”

“More hands on activities”

“Teach us ways we can be successful without putting us into debt”

Douglas 51-1 School District Strategic Direction

Identity

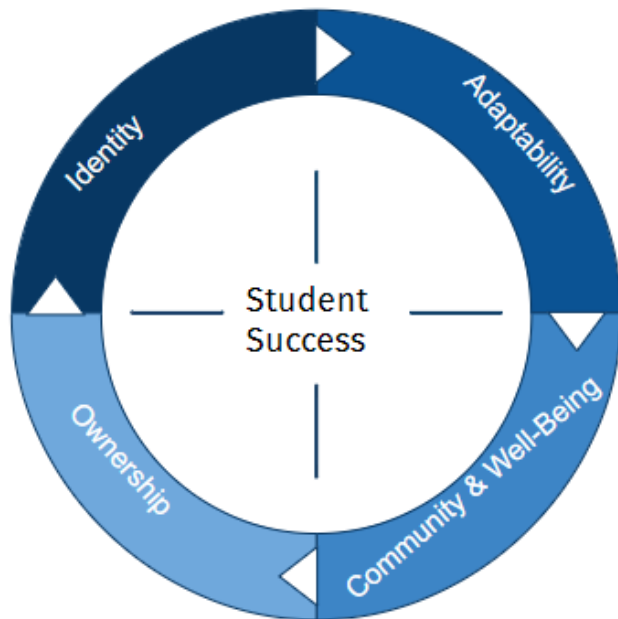
Why Statement: Our district resides in a diverse community and our identity should reflect the growth, change, engagement, and innovation we are experiencing.

Goal Statement: DSD will reshape our identity reflective of our diverse cultures, values, beliefs, and systems while honoring and bridging the gap between the past, present, and future.

Ownership

Why Statement: DSD will enhance and inspire individual and community-based ownership through shared responsibility.

Goal Statement: To cultivate a community that embraces both individual and collective responsibility for our student success.



Adaptability

Why Statement: DSD will create an environment that embraces an adaptive mindset within our school to best serve our students.

Goal Statement: DSD will create an organization that can identify and analyze both strengths and challenges, and implement necessary changes to ensure educational, social, and emotional success.

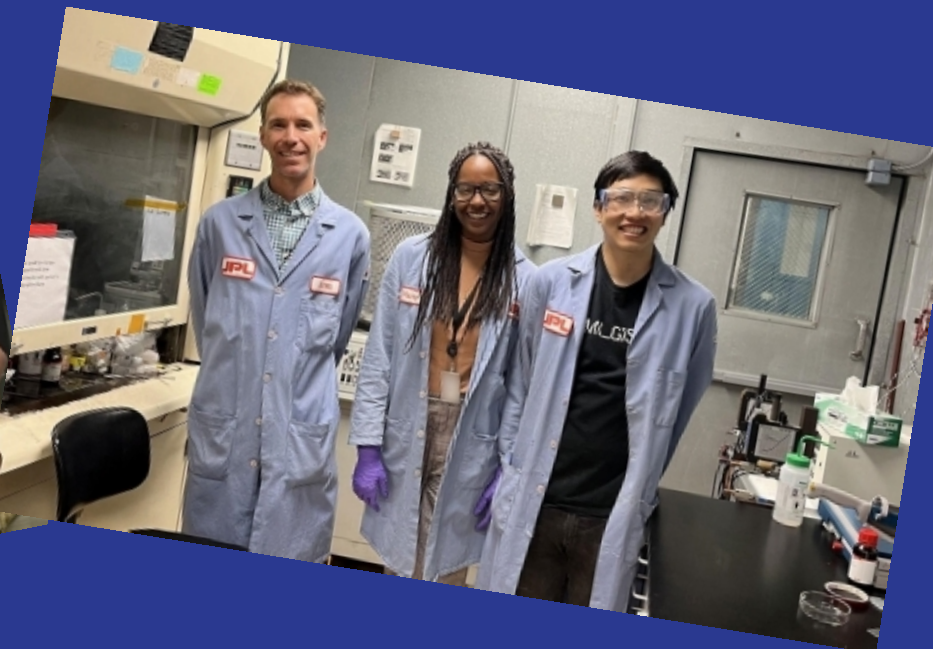
Community & Well-Being

Why Statement: Together we have an obligation to create an environment that supports academic learning, mental health, and well-being, and overall safety.

Goal Statement: To create intentional opportunities to involve and support a school/community partnership, through a model of shared responsibility for the well-being of all.



Work-Based Learning (WBL)



Partnerships & Resources



DOUGLAS
SCHOOL DISTRICT



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

CAREER
READY **SD**

sd **my** **life**



SOUTH DAKOTA
DEPT. OF LABOR
& REGULATION

Local Businesses

Employers want students with soft skills:

- Attendance
- Appearance
- Attitude
- Ambition
- Accountability
- Acceptance
- Appreciation



Virtual courses offering certification in soft skills.

In case studies done following the certification courses:

- 30% felt more confident
- 93% felt less angry
- 22% felt more prepared
- 21% felt more excited
- 19% felt less nervous



More indicators of improved performance after completing the training included:

- Showing up for work more consistently
- Having a better attitude on the job
- Wearing the assigned uniform all the time
- Being more eager to learn on the job
- Showing more respect for the manager
- Treating customers with more respect





Employer Needs

Student Expectations



D
H
S
Academics Schedules Sports, etc.



How it ALL comes together....

Initial Meeting:

DHS WBL representative

DOL representative

Employer/Business representative

Student/Parents

Follow Up Meetings:

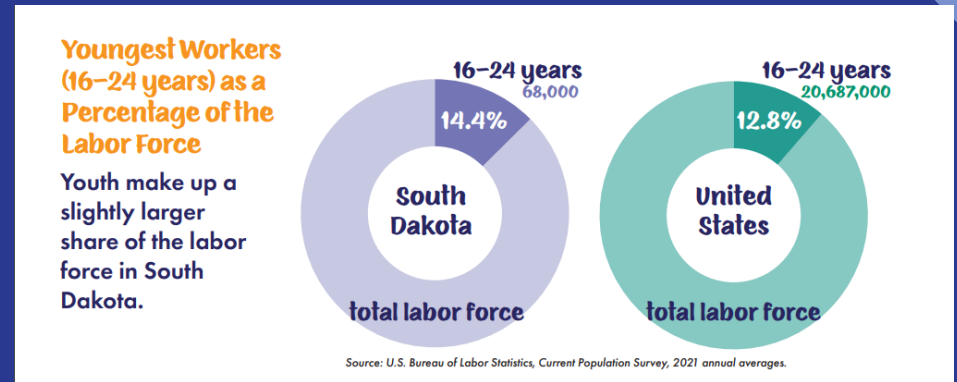
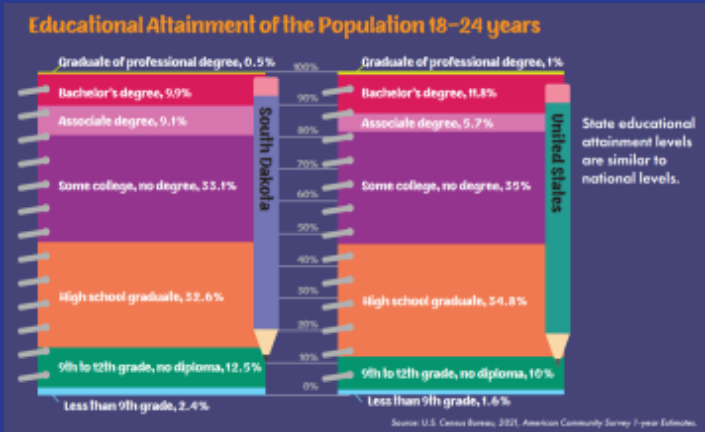
DHS WBL representative

Employer/Business representative

Student

Importance of Work Based Learning

“Work-Based Learning (WBL) connects students and industry to engage in work experiences. These experiences bridge academic, technical, and employability skill development to help students become college, career, and life ready, and to help businesses grow their future workforce.” - Career Ready Website



“Work-based learning (WBL) has long been used in career and technical education (CTE) to allow students to practice the knowledge and skills they acquire in the classroom within a “real-world” business or industry setting. High-quality work placements reinforce school-based instruction by providing students with a context for applying academic theory with technical skills, and an authentic backdrop for learning the career-readiness (also described as employability) skills valued by employers” -U.S. Department of Education

Insurance Coverage

62-1-4.1. Elementary, secondary and technical college students not employees--Exception for work in vocational education.

Notwithstanding the provisions of § [62-1-5.1](#), students of elementary, secondary, and technical colleges are not employees within the meaning of this title. However, a school district or technical college, which provides a work experience educational class conducted off the school premises as a part of its vocational education program is the employer of those students who are receiving this training and experience and the students are school employees for the purposes of this title unless they are being paid a cash wage or salary by a private employer, or the person or firm providing the students the work experience elects to include them, by written agreement, in its workers' compensation insurance coverage.

Student Learner Exemption Agreement for Hazardous Occupations

CHECK THE HAZARDOUS DUTIES FOR WHICH THE EXEMPTION APPLIES:

- On a scaffolding, roof, superstructure, residential building construction or ladder above 6 feet.
- In the operation of power-driven woodworking machines.
- In the operation of power-driven metal forming, punching, or shearing machines.
- Slaughtering, meat packing, processing or rendering.
- In the operation of power-driven paper products and printing machines.
- Excavation operations.

Juniors Registered for WBL

Fall 2024 Semester

29

Spring 2025 Semester

33

Career Experiences:

Architecture

Education

Cosmetology

Radiology

Fire Department

EMT

Law Enforcement

Reality Cinematography

Engineering

Soil Technician

Paramedic

Photography

Auto



Planning for the Future

Douglas School District

Enrollment Analysis

February 2024

Updated 3/13/2024

RSP & Associates



RSP Quick Facts:

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

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

RSP Planning Team:

Robert Schwarz, CEO

Military, County, City, and School District Planner
University of Kansas – Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)
Accredited Learning Environment Planner (ALEP)

Ginna Wallace, Planner

University of Kansas – Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)

RSP Recent Projects:

- Huron School District
 - Enrollment Analysis, 2022/23
- Mandan School District
 - Enrollment Analysis, 2023/23
- Dickinson Public Schools
 - Enrollment Analysis, 2021/22
 - Boundary Analysis, 2023/24

Our Partners:



Expectations

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



Helpful Hints to Read the Report:

- Slides that have the flagged star symbol are SIGNATURE SLIDES and are the most important variables in this unique analysis
- Each variable is analyzed as an indicator of future student population. Use the PLUS (student growth) and MINUS (student loss) icons to note how each indicator contributes to the analysis:
- Click the APPENDIX symbol on a page to reference additional analysis on this topic



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:

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. This analysis is based on the same grade configuration and educational programming expectations the patrons have for each student.

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.

Discussion Points

HELPFUL HINTS TO READ THE REPORT:



Slides that have the flagged star symbol are SIGNATURE SLIDES



PLUS: indicator of student growth



MINUS: indicator of student loss



Click the APPENDIX symbol on a page to reference additional analysis



PART 1 ENROLLMENT & DEMOGRAPHICS

- Student Analysis Maps & Data
- Sophisticated Forecast Model
- Demographics
- Past Enrollment & Change



PART 2 DEVELOPMENT

- Population, Development, & Enrollment Trends
- Yield Rate
- Housing Market Maps & Data
- Potential Growth Analysis



PART 3 PROJECTIONS

- Past, Current, & Future Enrollment
- Building Projections
- Grade Level Projections



PART 4 NEXT STEPS

- Moving Forward
- Challenges & Solutions
- Next Steps & Key Considerations



APPENDIX

- Community Demographics
- Intra-transfer Tables
- Student Density Maps

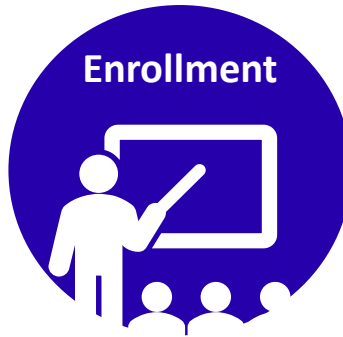


PART 1
ENROLLMENT &
DEMOGRAPHICS

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

100,000 Foot Perspective

An overview of what is most notable for your school district, students, and community.



District wide enrollment forecasted to increase by about 280 students to be over 3,000 by 2028/29

- **Elementary forecasted to increase by almost 160 students and enroll over 1,500 total ES students**
- **Middle School forecasted to increase by almost 100 students and enroll over 700 total MS students**
- **High School forecasted to increase by about 25 students and enroll about 780 total HS students**



Capacity was provided by the district and analyzed regarding projected enrollment for schools

Capacity challenges can be expected at:

- The elementary school level (K-5)
- The middle school level (6-8)



Development activity is expected to continue increased to accommodate the expected growth at Ellsworth AFB (continue monitoring project)

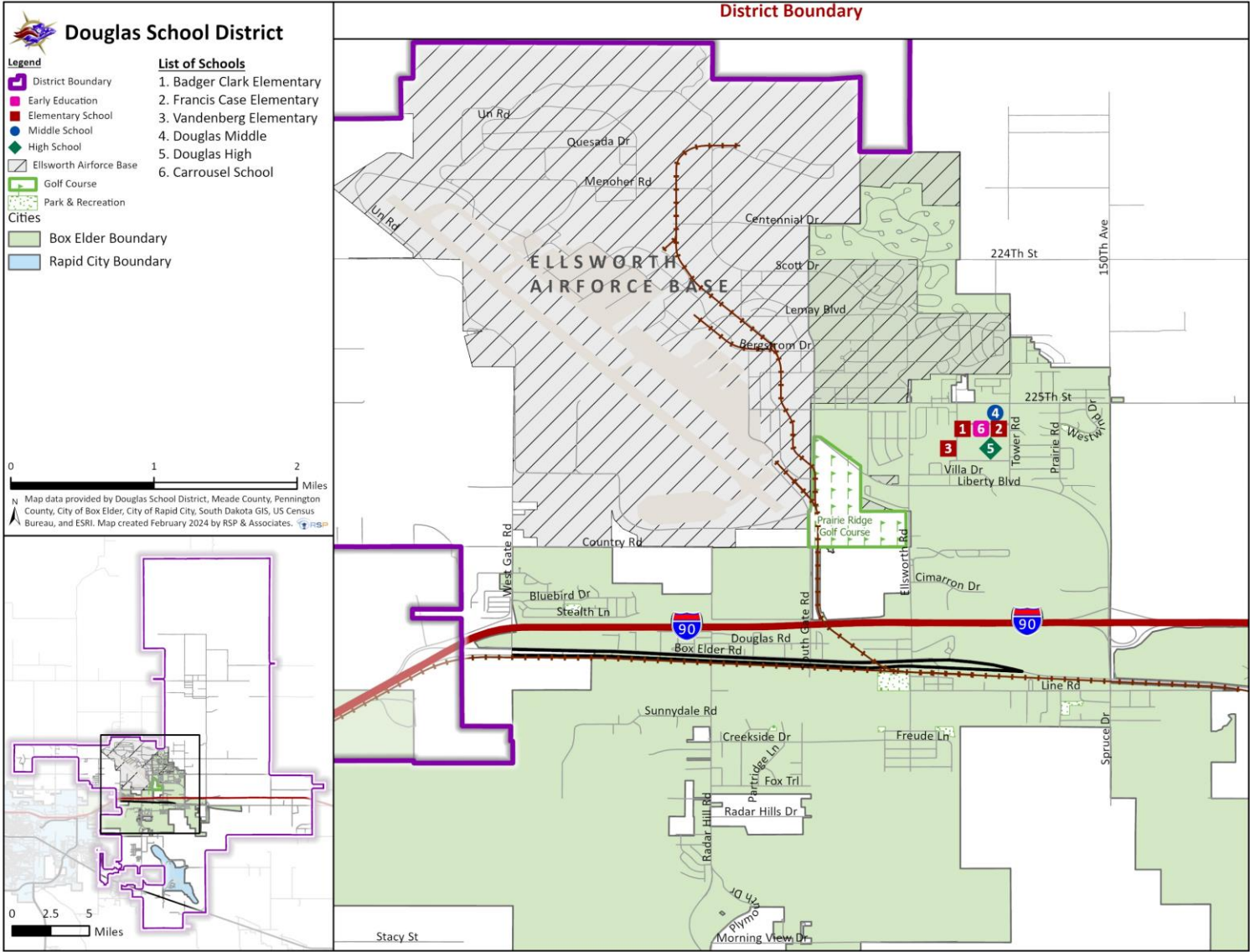
- 91 single-family and 254 multi-family units were built in 2023/24
- Over 7,500 units were identified for potential development

District Boundary

Map Details

District Boundary:
Purple Line

City Boundaries:
 ○ **Box Elder**
 ○ **Rapid City**



Sophisticated Forecast Model

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

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)

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.

Each variable is analyzed as an indicator of the future student population:

-  Indicator of Student Growth
-  Indicator of Student Loss

Understanding the Model

RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
⊖ Decreasing share of live births	⊕ Increasing share of live births
⊖ Current housing stock does not re-green (continues to age)	⊕ Current housing stock re-greens (turns over)
⊖ Housing development experiences minimal potential growth	⊕ Housing development experience more potential growth
⊖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	⊕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
⊖ Demographic shifts in community and/or surrounding communities	⊕ Demographic shifts in community and/or surrounding communities
⊖ Incoming Kindergarten class smaller than outgoing senior class	⊕ Incoming Kindergarten class larger than outgoing senior class

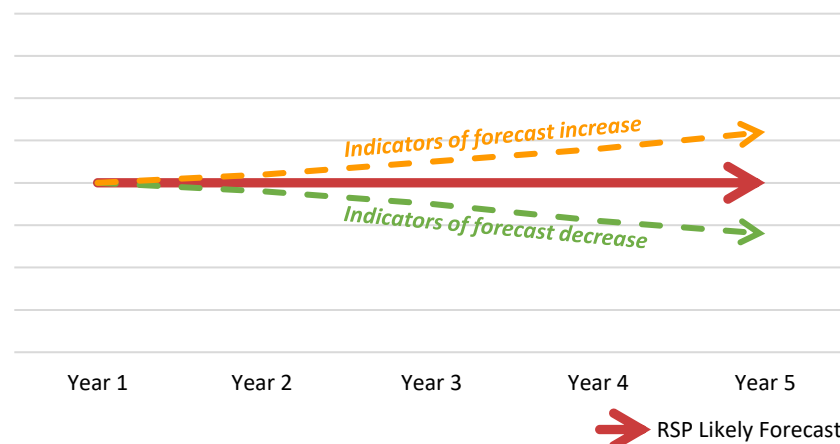
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each have a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

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.

Example of Forecast Evolution





Meade County Birth Rate Information



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

Market Share	Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
	2011	314			2016/17	93	29.6%
	2012	327	13	4.1%	2017/18	113	34.6%
	2013	320	-7	-2.1%	2018/19	94	29.4%
	2014	318	-2	-0.6%	2019/20	97	30.5%
	2015	304	-14	-4.4%	2020/21	91	29.9%
	2016	269	-35	-11.5%	2021/22	91	33.8%
	2017	258	-11	-4.1%	2022/23	93	36.0%
	2018	261	3	1.2%	2023/24	92	35.2%
	2019	245	-16	-6.1%	2024/25	72	88
	2020	244	-1	-0.4%	2025/26	72	88
	2021	252	8	3.3%	2026/27	74	91
	2022	294	42	16.7%	2027/28	86	106
3-Year Avg.	263.3	16					
3-Year Weighted Avg.	271.7	24					

 Low Range
 High Range

Main Takeaway:

The number of live births in Meade County can potentially impact kindergarten classes. To keep similar or greater enrollment will require an increase in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Meade and Pennington County live births enrolling in Douglas School District.

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 live births in Meade County and the corresponding number of kindergarten students in Douglas School District five years later
- The number of live births has generally decreased over the past ten years
- 2022 saw more live births than 2016 to 2021, but there was still less than 300 births per year; 3-year average of 16 more live births per year
- Douglas School District enrolls around 29-36% of Meade County live births in kindergarten
- Kindergarten enrollment from Meade County has varied between 91-113 students per year

Pennington County Birth Rate Information



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

Market Share	Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
	2011	1,502			2016/17	137	9.1%
	2012	1,532	30	2.0%	2017/18	152	9.9%
	2013	1,596	64	4.2%	2018/19	153	9.6%
	2014	1,540	-56	-3.5%	2019/20	137	8.9%
	2015	1,536	-4	-0.3%	2020/21	133	8.7%
	2016	1,470	-66	-4.3%	2021/22	128	8.7%
	2017	1,466	-4	-0.3%	2022/23	124	8.5%
	2018	1,541	75	5.1%	2023/24	146	9.5%
	2019	1,451	-90	-5.8%	2024/25	123	144
	2020	1,374	-77	-5.3%	2025/26	116	136
	2021	1,491	117	8.5%	2026/27	126	148
	2022	1,397	-94	-6.3%	2027/28	118	139
3-Year Avg.	1,420.7	-18					
3-Year Weighted Avg.	1,424.5	-21					

 Low Range
 High Range

Main Takeaway:
 The number of live births in Pennington County can potentially impact kindergarten classes. To keep similar or greater enrollment will require an increase in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Meade and Pennington County live births enrolling in Douglas School District.

Source: South Dakota Department of Health and student data provided by Douglas School District
 Note: Student data includes in district and out of district students who are in the county

Live Birth Observations

- Tracks the number of live births in Pennington County and the corresponding number of kindergarten students in Douglas School District five years later
- The number of live births has generally decreased over the past ten years
- 2022 saw less than 1,400 live births; 3-year average of 18 less live births per year
- Douglas School District enrolls around 8-10% of Pennington County live births in kindergarten
- Kindergarten enrollment from Pennington County has varied between 124-153 students per year

Past Enrollment by Grade



Observations:

- Largest K-12 class in 2023/24 – 9th grade with 254 students
- Smallest K-12 class in 2023/24 – 12th grade with 141 students
- Graduating senior class is smaller than the incoming Kindergarten class which will increase total enrollment
- Largest historical increase was from 2016/17 to 2017/18 with increase of 4.9% (+136 students); 2017/18 also had the largest total enrollment with 2,922 students
- 2023/24 enrolled 2,757 students this year (+9 students from last year)

SOUTH DAKOTA SCHOOL DISTRICT - Dept of Education

Enrollment By Grade

Year														K-12		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change
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	124	4.9%
2014/15	250	235	232	227	216	223	201	206	167	224	169	160	163	2,673	18	0.7%
2015/16	258	252	241	229	219	232	208	206	206	202	198	154	153	2,758	85	3.2%
2016/17	230	234	254	238	240	229	238	212	197	232	167	180	135	2,786	28	1.0%
2017/18	265	237	244	254	235	245	225	258	226	212	197	157	167	2,922	136	4.9%
2018/19	247	242	248	241	245	226	241	225	245	249	202	158	138	2,907	-15	-0.5%
2019/20	234	248	217	230	232	240	217	233	201	269	202	157	155	2,835	-72	-2.5%
2020/21	224	208	237	200	213	235	232	203	227	242	211	180	143	2,755	-80	-2.8%
2021/22	219	238	215	241	228	213	242	219	198	276	197	161	157	2,804	49	1.8%
2022/23	217	230	232	211	245	198	221	222	225	238	211	160	138	2,748	-56	-2.0%
2023/24	238	224	236	238	205	237	208	206	209	254	187	174	141	2,757	9	0.3%

Source: South Dakota Department of Education and Douglas School District (2012/13 to 2023/24)

Cohort Student Change



Observations:

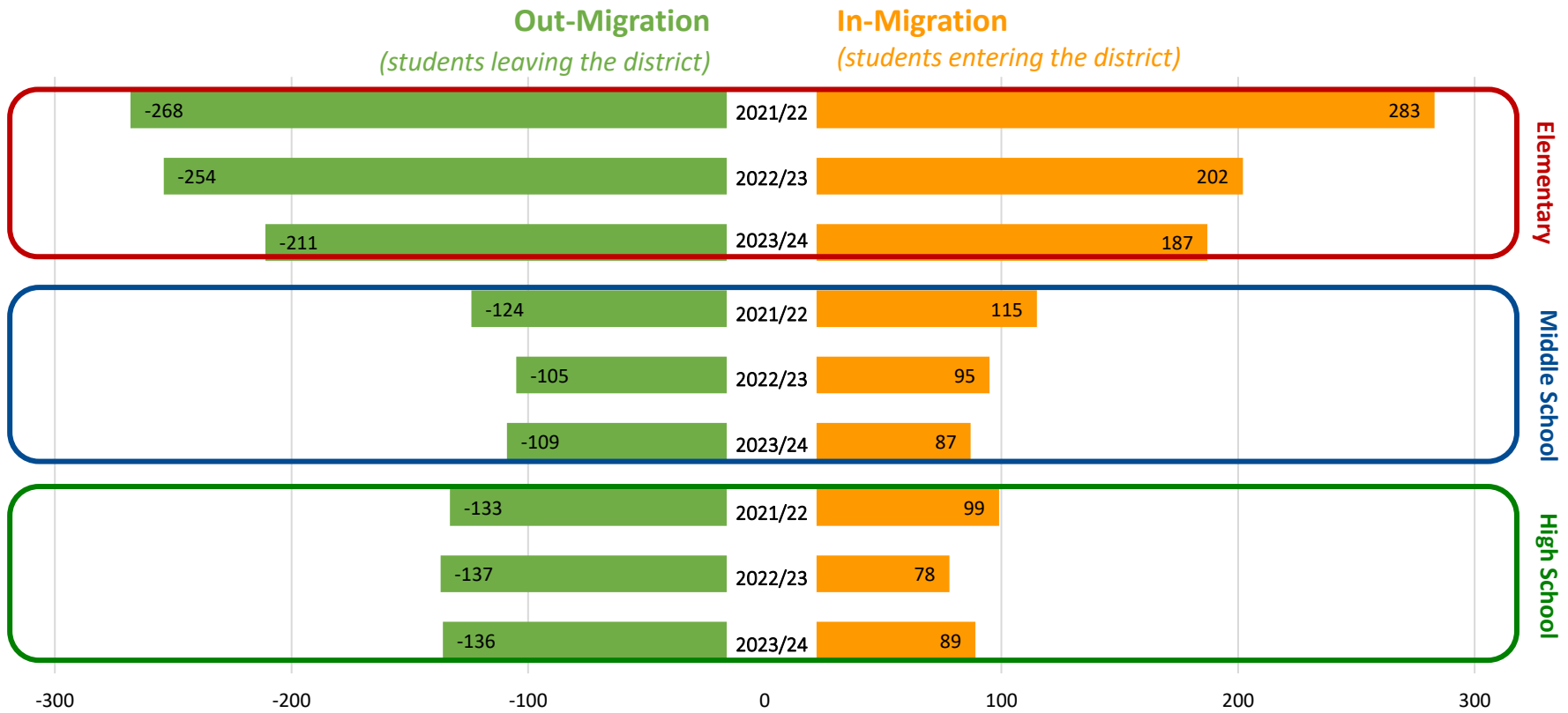
- Largest 3-year average K-12 class cohort increase – 8th to 9th grade **(+39.3)**
- Largest 3-year average K-12 class cohort decrease – 9th to 10th grade **(-53.7)**
- Overall percent change from previous year of +0.3% - increase of 9 students
- 4th to 5th grade, 6th to 8th grade, and 9th to 12th grade cohorts tend to decrease in student cohort movement
- 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

Enrollment Grade Change

From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2012/13	2013/14	-1	7	9	20	2	1	5	4	26	-31	-28	-8	124	4.9%
2013/14	2014/15	-15	1	-3	-18	0	-3	-2	3	5	-38	-21	-6	18	0.7%
2014/15	2015/16	2	6	-3	-8	16	-15	5	0	35	-26	-15	-7	85	3.2%
2015/16	2016/17	-24	2	-3	11	10	6	4	-9	26	-35	-18	-19	28	1.0%
2016/17	2017/18	7	10	0	-3	5	-4	20	14	15	-35	-10	-13	136	4.9%
2017/18	2018/19	-23	11	-3	-9	-9	-4	0	-13	23	-10	-39	-19	-15	-0.5%
2018/19	2019/20	1	-25	-18	-9	-5	-9	-8	-24	24	-47	-45	-3	-72	-2.5%
2019/20	2020/21	-26	-11	-17	-17	3	-8	-14	-6	41	-58	-22	-14	-80	-2.8%
2020/21	2021/22	14	7	4	28	0	7	-13	-5	49	-45	-50	-23	49	1.8%
2021/22	2022/23	11	-6	-4	4	-30	8	-20	6	40	-65	-37	-23	-56	-2.0%
2022/23	2023/24	7	6	6	-6	-8	10	-15	-13	29	-51	-37	-19	9	0.3%
3-Year Average		10.7	2.3	2.0	8.7	-12.7	8.3	-16.0	-4.0	39.3	-53.7	-41.3	-21.7	0.7	0.0%
3-Year Weighted Average		9.5	2.2	2.3	3.0	-14.0	8.8	-16.3	-5.3	36.0	-54.7	-39.2	-21.0	-6.0	-0.2%

Source: South Dakota Department of Education and Douglas School District (2012/13 to 2023/24)

3-Year Student Migration Trend



Source: Douglas School District and RSP

Observations

- 2021/22 lost 525 students and gained 497 students; **NET: -28**
- 2022/23 lost 496 students and gained 375 students; **NET: -121**
- 2023/24 lost 456 students and gained 363 students; **NET: -93**
 - Military (1A and BM) made up 20% of total In Migration in 2023/24

Definition

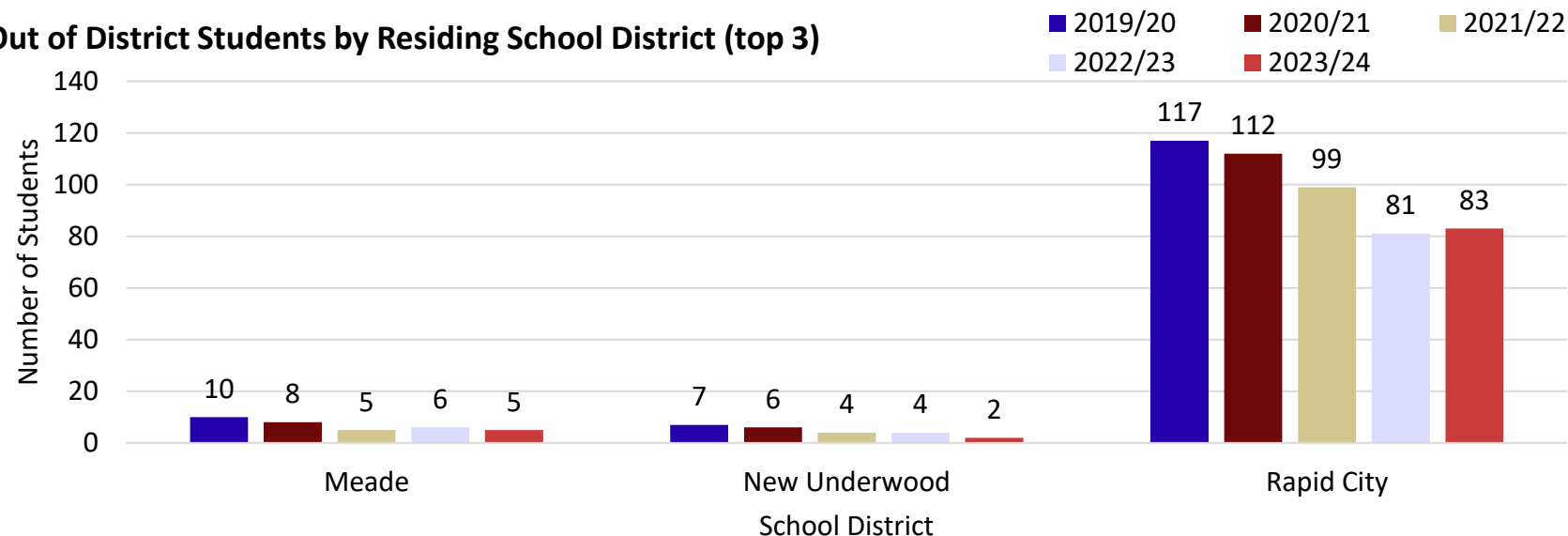
Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.

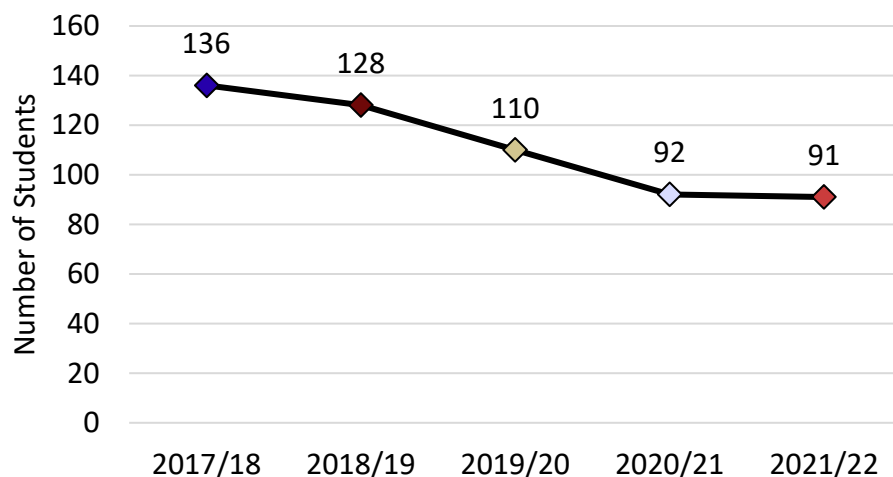
Main Takeaway: The district had a negative net loss of transfer students for the past three years.

Out of District Student Analysis

Out of District Students by Residing School District (top 3)



Total Out of District Students per Year



Observations

- 91 students reside out of the district boundary this year
- The number of out of district students has been generally decreasing over the past five years
- Rapid City School District tends to contribute the largest share of out of district students per year

Note: Analysis includes the number of students RSP has geocoded residing out of the district boundary. It may not align with district totals of out-of-district transfers, but provides count of students with addresses outside of the district at the time of Official Count provided data.

Source: Douglas School District and RSP

Student Count Change Map

Map Details

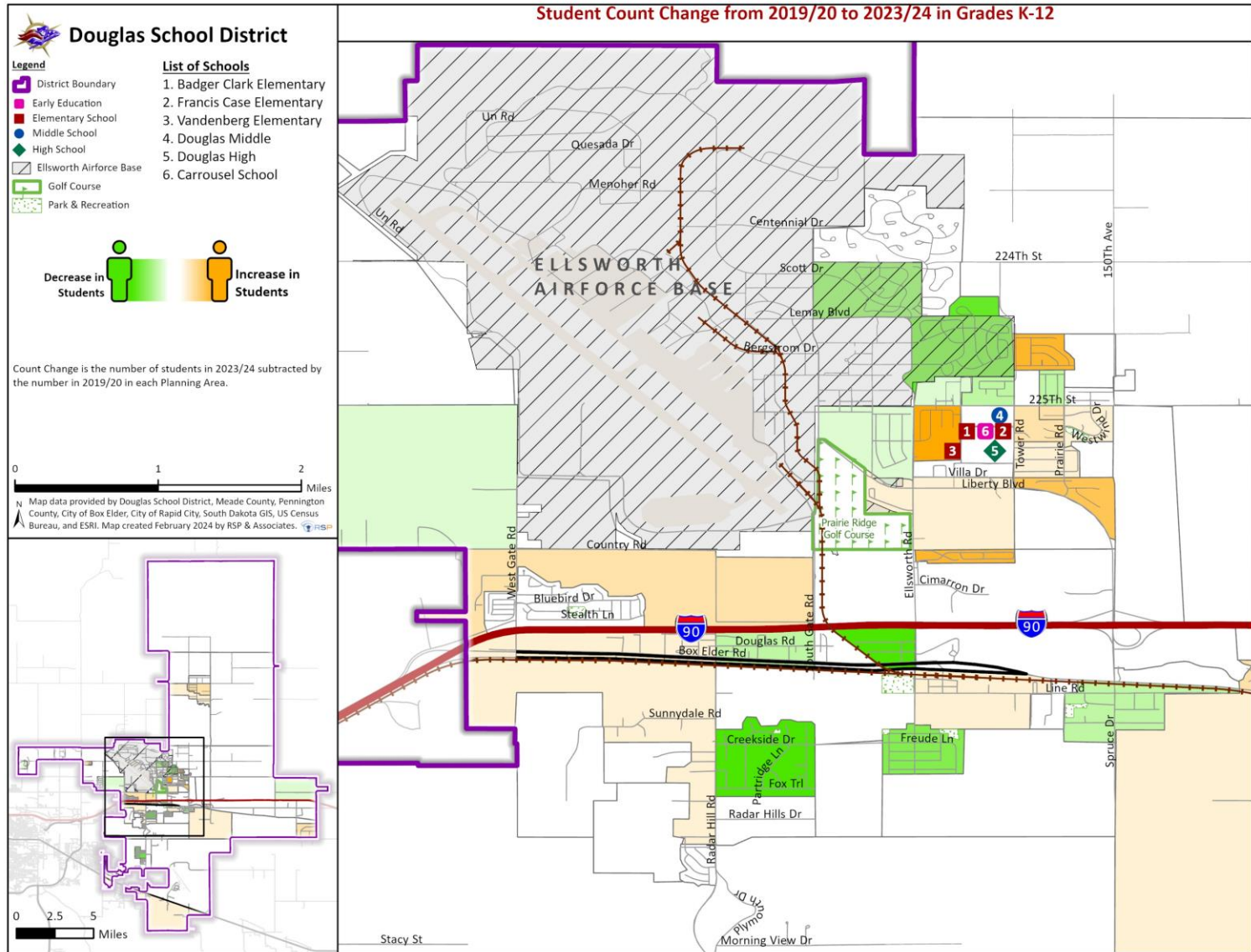
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease



Heat Map



Map Details

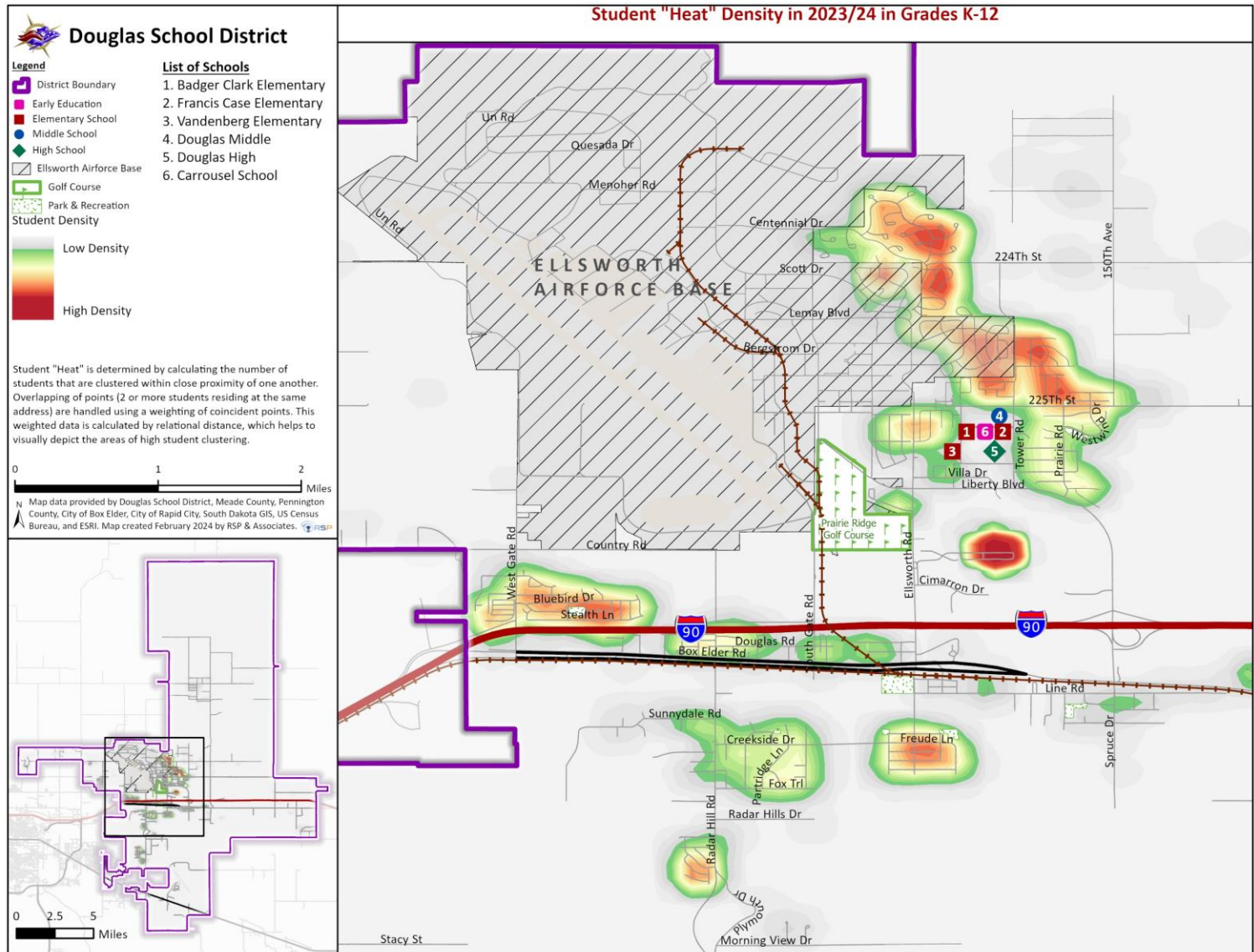
Visual shows the location of students in proximity to other students for a “heat affect” in the district.

Red: highest student density

Gray: lowest student density

Notes: Overlapping points (2 or more students) are handled using a weighting of coincident points.

Newer developments and/or most affordable areas tend to have the greatest density.



Enrollment Observation and Conclusion



RSP & Associates monitors over 100 planning areas for demographic, development, and enrollment data sets



Live births in Meade and Pennington County have been stable the past five years – *indicator of student growth*



District enrollment increased by 9 students from last year – *indicator of student growth*

- Most student cohorts increase during elementary transition and decrease at middle and high school transitions
- Kindergarten enrollment increased this year
- Only 10th to 12th grade levels are less than 200 students per grade this year



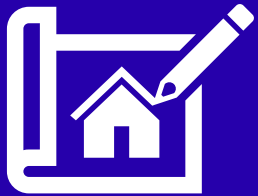
Graduating senior classes are smaller than incoming kindergarten classes – *indicator of student growth*



District historically has had a negative migration trend for the past three years – *indicator of student loss*

Greatest student density is near the Valley Village Mobile Home Community along Frontage Road

Open enrollment trends should continually be analyzed as change to open enrollment policy have impact on enrollment outlook.

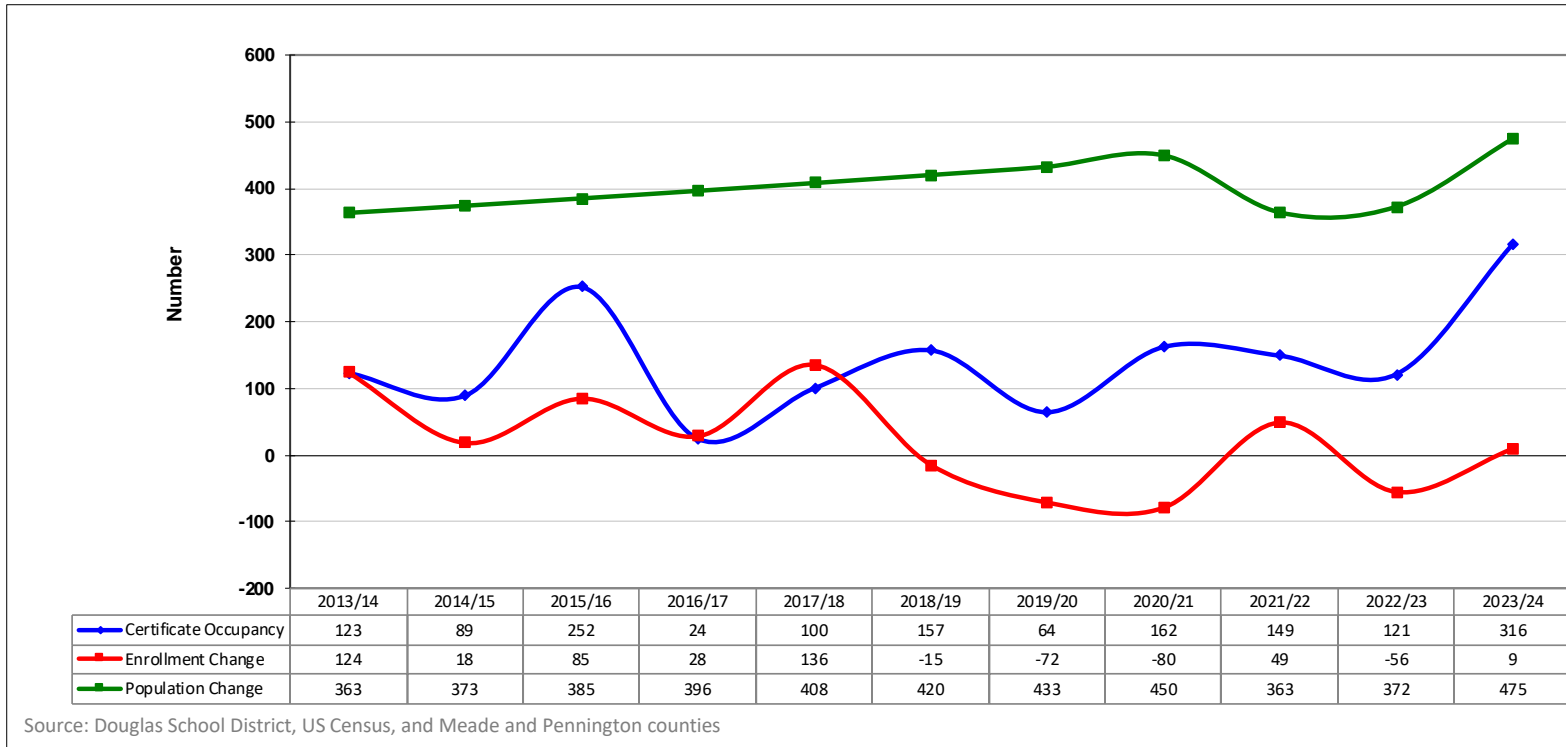


PART 2 DEVELOPMENT

- Population, Development, & Enrollment Trends
- Yield Rate
- Housing Market Maps & Data
- Potential Growth Analysis



Population, Development, & Enrollment



Source: Douglas School District, US Census, and Meade and Pennington counties

Observations:

- **BLUE LINE:** Building activity has averaged about 140+ new units built a year
- **GREEN LINE:** Census data indicates an increasing total population within the district boundary
 - Population shows the estimate growth of the whole decade
 - New decennial census often affect year-to-year change
- **RED LINE:** Student enrollment has slightly increased this past year
 - Enrollment decreased in 2018/19 to 2020/21 and in 2022/23

Main Takeaway: Benchmark data to determine if there is a correlation between:

- Population change
- Building activity
- School enrollment

Student Yield Rate: Single-Family



Geographies:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Box Elder	74	75	74	75	72	71	71	70	69	67	71.8
Ellsworth AFB	49	40	45	49	48	43	37	37	35	37	42.0
Rapid City	42	42	42	42	42	40	37	36	34	33	39.0
District (K-12):	61	59	59	61	59	58	56	55	53	52	57.3

Source: Meade and Pennington Counties, Douglas School District, and RSP

Single-Family Yield Rate Observations

- Table shows the number of students per 100 single-family (SF) units by year and by residing geography
- District sees on average 58 K-12 students per 100 single-family households
- City of Box Elder has the largest 2023 SF yield rate with 67 students per 100 single-family households
- City of Rapid City has the smallest 2023 SF Yield rate with 33 students per 100 single-family households
- This district single-family yield rate has decreased over the past ten years indicating less students are being generated from the residential inventory
- Adding new housing inventory can impact the student yield rate – **There were 1,035 single-family homes built from 2014 to 2024**

Table Legend

-  +15 and greater from District Average
-  -15 and fewer from District Average

Student Yield Rate: Multi-Family

Geographies:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Box Elder	43	45	46	48	42	38	31	34	34	35	39.6
Ellsworth AFB	84	56	49	53	54	47	44	46	27	12	47.2
Rapid City	28	15	5	10	5	10	18	20	20	15	14.6
District (K-12):	46	45	45	47	42	38	32	34	33	29	39.1



Source: Meade and Pennington Counties, Douglas School District, and RSP

Note: In 2023, Union Apartments (229 units) were built in Ellsworth AFB. Student yield rate may increase in following years as the units become fully occupied.

Multi-Family Yield Rate Observations

- Table shows the number of students per 100 multi-family (MF) units by year and by residing geography
- District sees on average 39 students per 100 multi-family households
- Box Elder has the largest 2023 MF yield rate with 35 students per 100 multi-family households
- Ellsworth AFB has the smallest 2023 MF yield rate with 12 students per 100 multi-family households
 - In 2023, Union Apartments (229 units) were built in Ellsworth AFB. Student yield rate may increase in following years as the units become fully occupied.
- This district multi-family yield rate has decreased over the past ten years indicating less students are being generated from the residential inventory
- Adding new housing inventory can impact the yield rate – **There was 428 multi-family homes built from 2014 to 2024**

Table Legend

-  +15 and greater from District Average
-  -15 and fewer from District Average

Average Year Built Map

Map Details

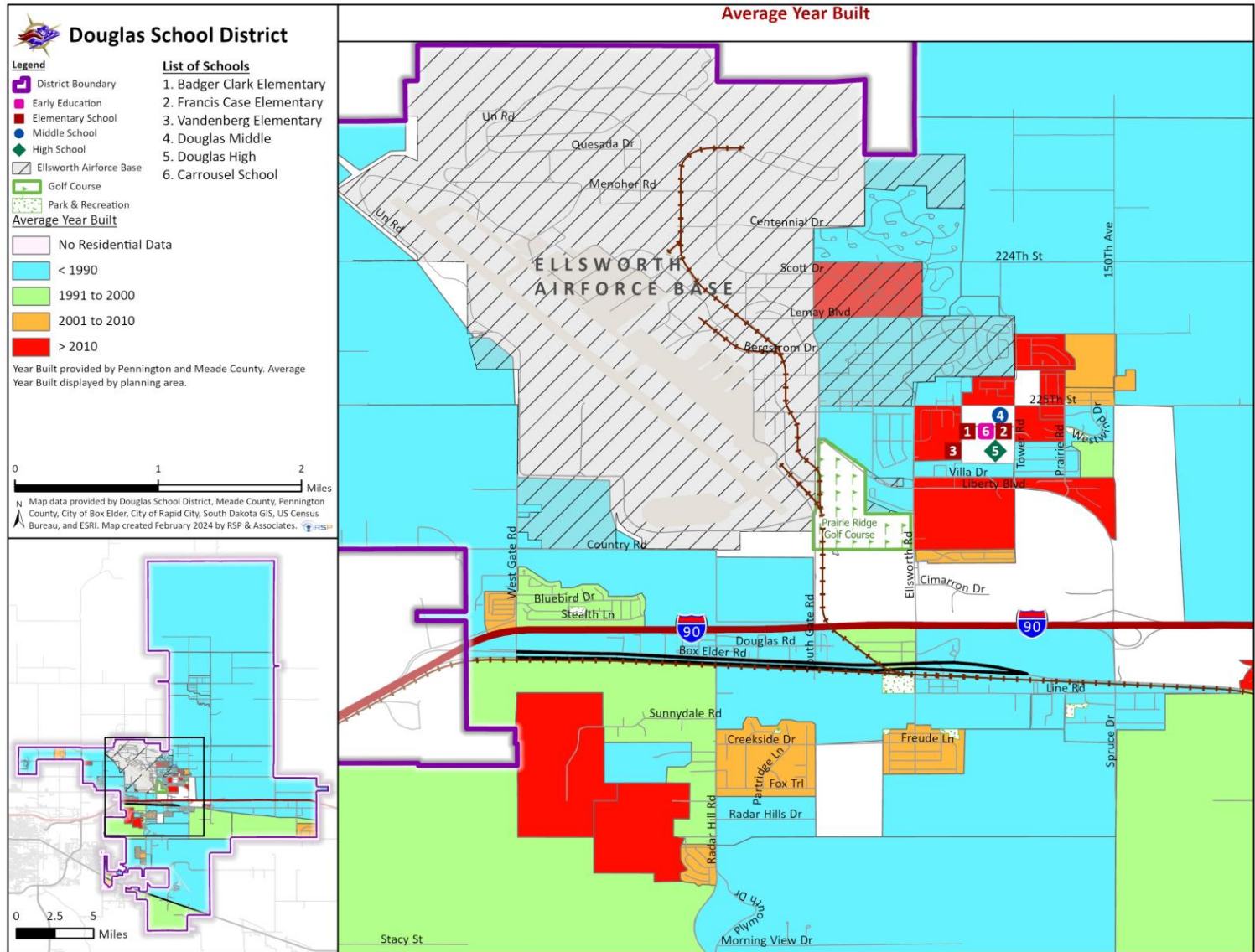
Year built data provided by Meade and Pennington Counties

Colors to show decade units were built:

- White: no data
- Blue: before 1990
- Green: 1991-2000
- Orange: 2001-2010
- Red: After 2010

Notes: Averages based on RSP Planning Areas and the units built in them

Based on a planning area and could be influenced by the number of units prior to new units being built.



Median Home Value Map

Map Details

Year built data provided by Meade and Pennington County

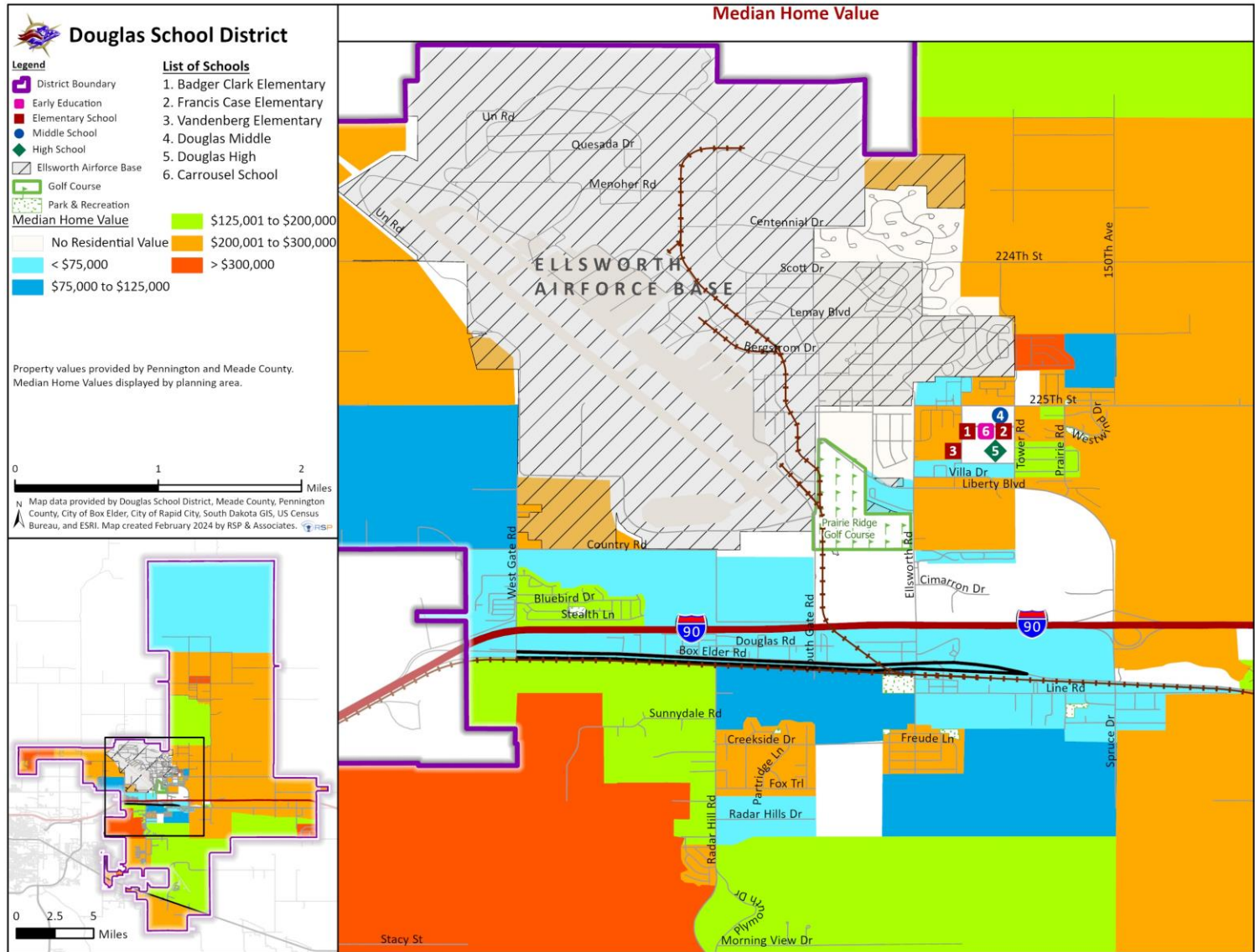
Orange to Red:
greatest Median Home Value

Green to Blue:
greatest affordability

Notes: Based on assessed Home Value as provided and maintained by Meade and Pennington County assessor's office.

Depicted by Median Value in each Planning Area - Based on a planning area and could be influenced by the number of units prior to new units being built.

Home values likely correlated to socio-economic status - new areas tend to be the least affordable.



Recent Year Built Map

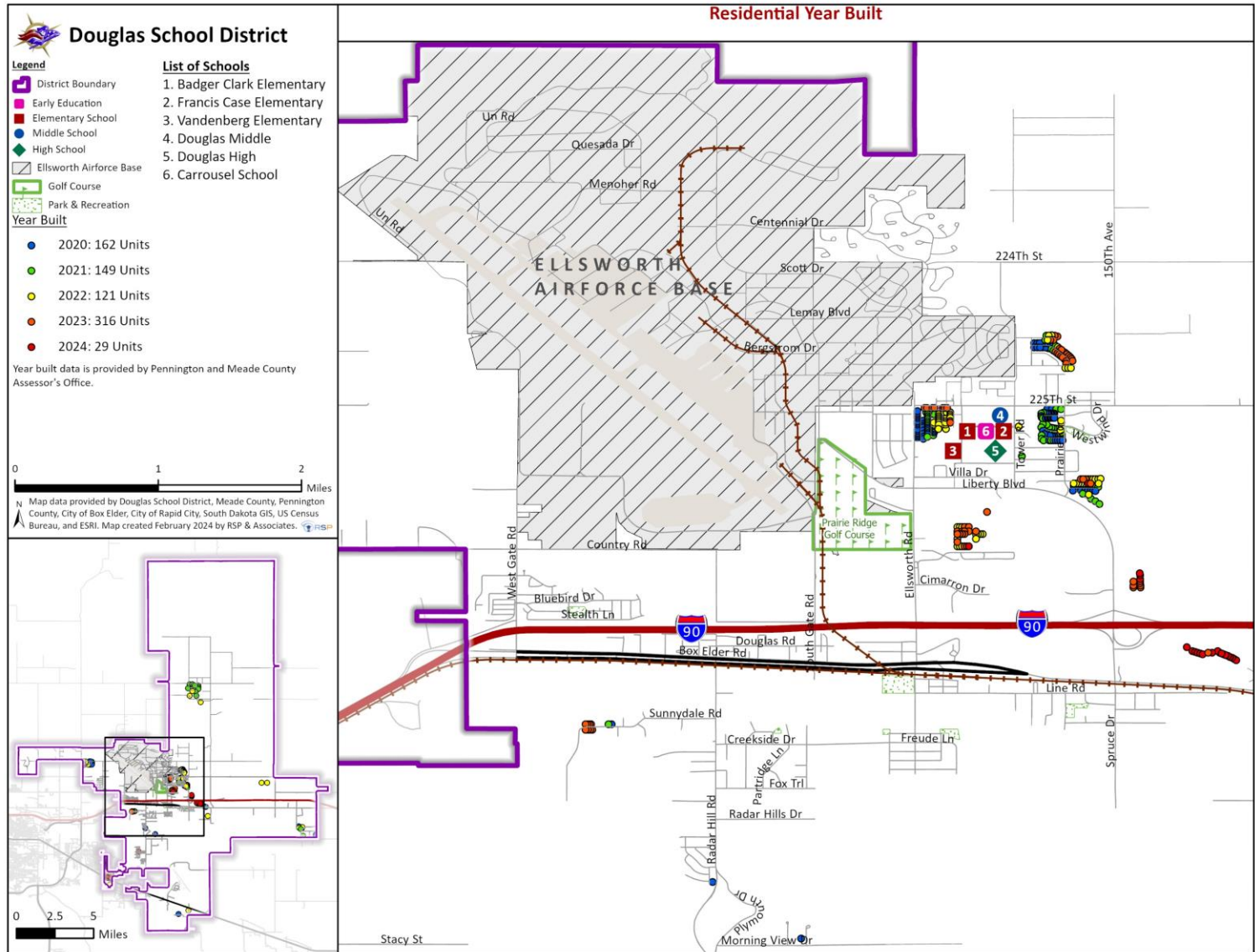
Map Details

Colors of dots represent a specific year according to the county assessor's office

- 2024: 29 units
- 2023: 316 units
- 2022: 121 units
- 2021: 149 units
- 2020: 162 units

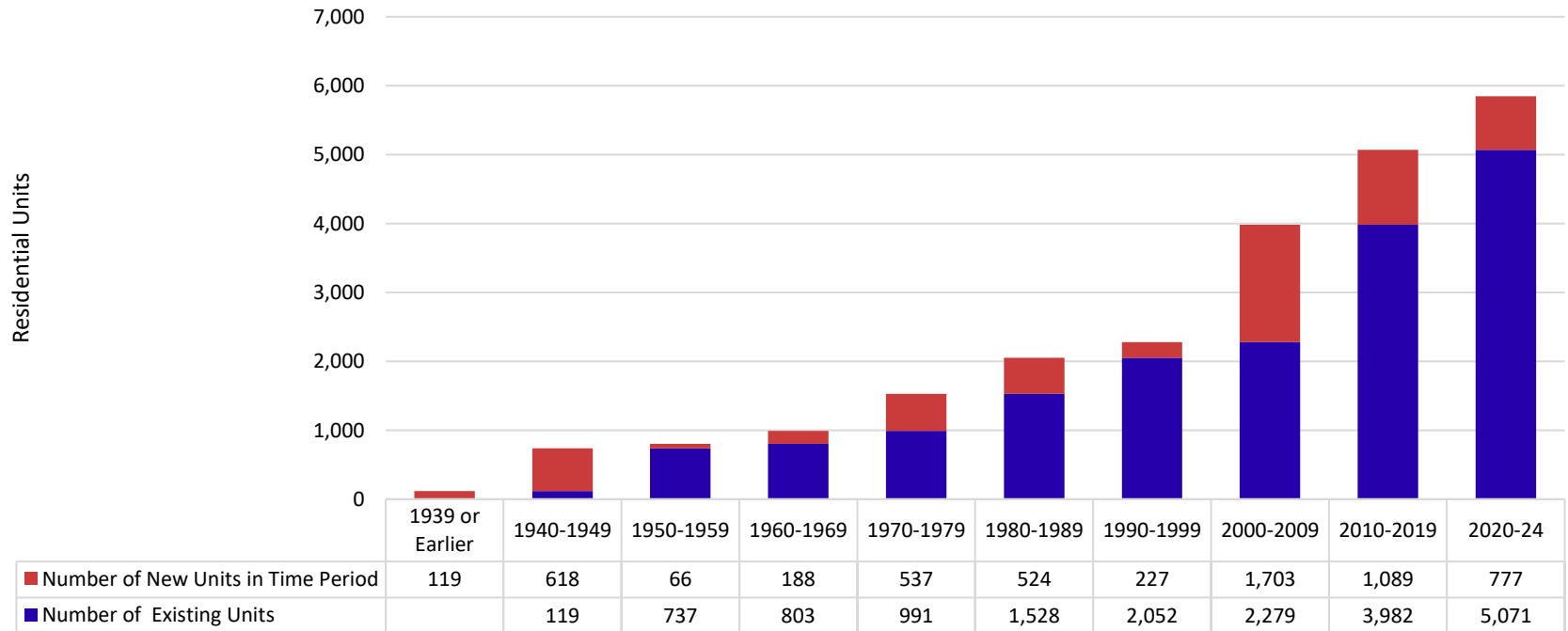
Notes: Type of housing is monitored as some planning areas (single-family or multi-family) do not necessarily lead to similar yield rates and may change from year to year. Reveals the clusters of where recent residential development has occurred.

Some new areas do not necessarily lead to similar yield rates of like developments.



Development Activity Over Time

New V.S. Existing Units by Decade Built



Source: Meade and Pennington counties 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 (109 per year) is lower than from 2000 to 2009 (170 per year)
- The decade with the most units built was 2000 to 2009
- The average year for all units built was 1982 while the median year built for all units is 2004

Growth Area Map



Map Details

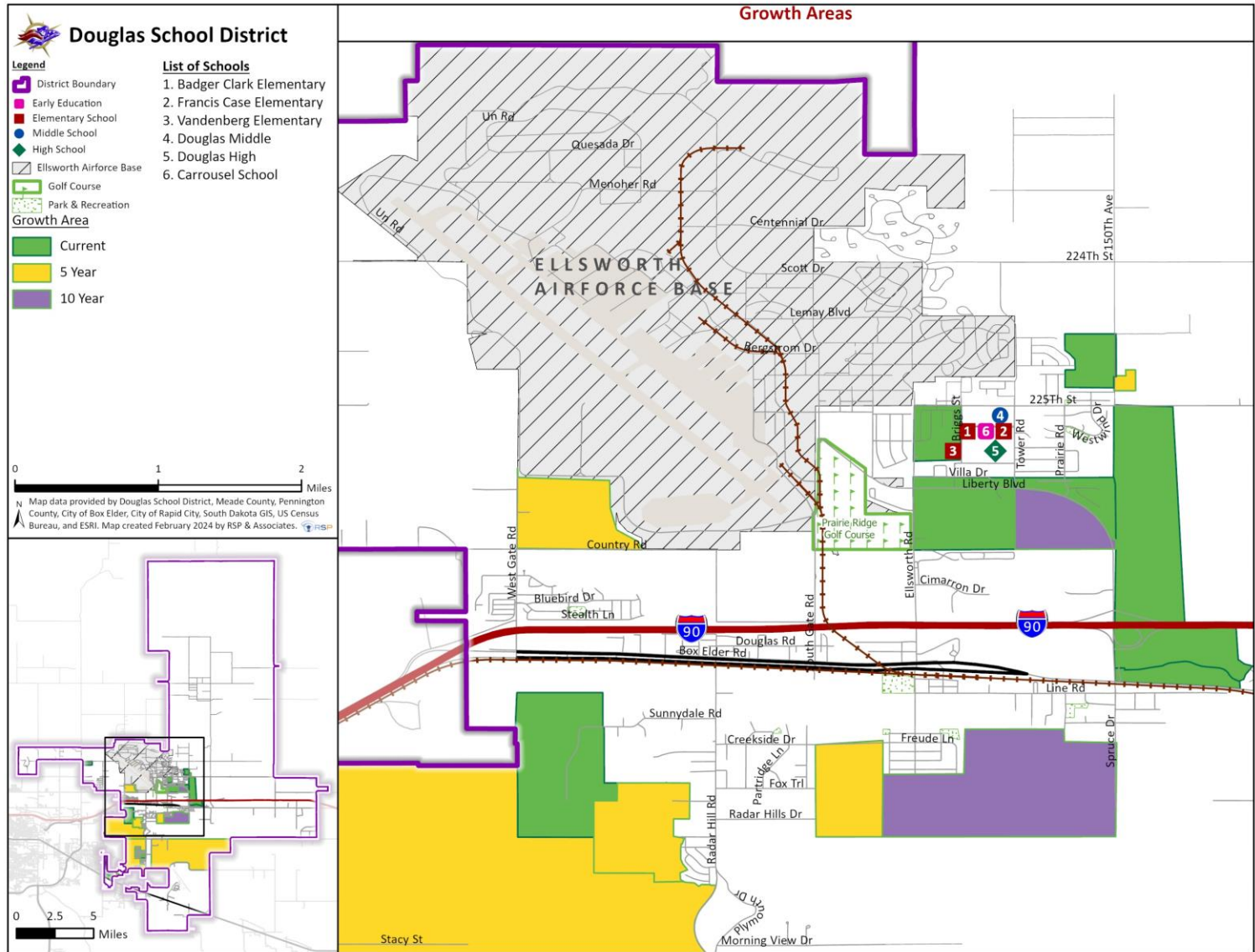
Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input

- **Green:** current development
- **Yellow:** potential 5-year developments
- **Purple:** potential 10-year development

Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements.

There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.



Development Table



RSP Planning Area Name	Type of Development	Timing of Growth	Existing Units	Potential Units	City
Red Feren	Mixed-Use	Current	10	314	Box Elder
Freedom Estates Multi-Family	Multi-Family	Current	0	100	Box Elder
Alpha Omega Phase 1	Single-Family	Current	8	128	Box Elder
Civil Way	Single-Family	Current	101	35	Box Elder
Freedom Estates	Single-Family	Current	18	103	Box Elder
Freedom Landing Phase 4	Single-Family	Current	2	90	Box Elder
AFB Liberty Plaza	Mixed-Use	Current	257	72	Ellsworth AFB
AFB Raider Pointe	Single-Family	Current	95	29	Ellsworth AFB
Bridle Ridge	Single-Family	Current	42	13	Rapid City
Murphy Ranch	Single-Family	Current	10	127	Rapid City
Springfield Subdivision	Single-Family	Current	200	15	Rapid City
Valley Heights Estates	Single-Family	Current	162	70	Rapid City
Future Infrastructure Connector	Mixed-Use	5 Year	2	1,364	Box Elder
Eagle Property Rezoning	Multi-Family	5 Year	1	60	Box Elder
Area at end of Fox Trail	Single-Family	5 Year	0	332	Box Elder
Cheyenne Pass	Single-Family	5 Year	1	38	Box Elder
E of Andrews	Single-Family	5 Year	7	400	Ellsworth AFB
North of Longview Road	Rural	5 Year	11	2,000	Rapid City
Apple Valley	Single-Family	5 Year	5	400	Rapid City
West of Radar Hill Road	Single-Family	5 Year	6	700	Rapid City
E of Liberty Plaza	Single-Family	10 Year	0	186	Box Elder
South of Edelweiss Lane	Single-Family	10 Year	2	1,000	Box Elder

Summary of Units		
Current	905	1,096
5 Year	33	5,294
10 Year	2	1,186
Total	940	7,576

Source: Meade & Pennington counties, cities of Box Elder & Rapid City, and RSP

Observations

- Table has been created to illustrate the type and amount of potential development
- The speed in which any developments are built are influenced by who owns the property, access to infrastructure, and economic indicators
- Growth Areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
 - **Green:** identifies where development activity is happening
 - **Yellow:** identifies areas that could develop within 5+ years
 - **Purple:** identifies areas that could develop within 10+ years

Main Takeaway

- 1,000+ potential units identified in active development stages
- 7,500+ total potential units identified for development over the next decade

Ellsworth AFB Expansion



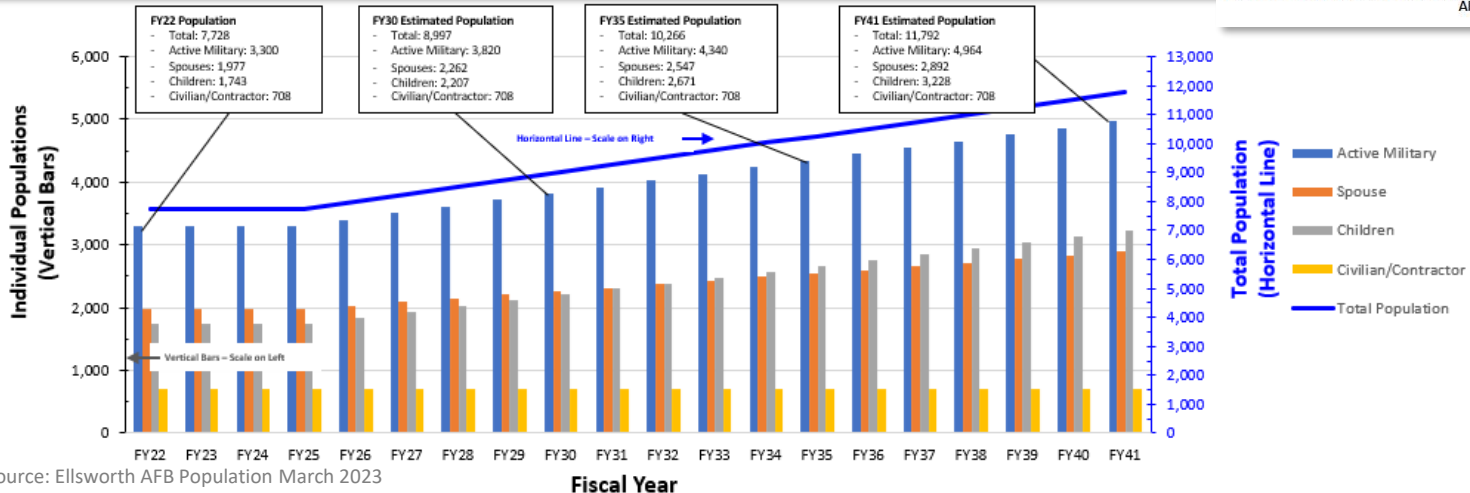
Observations:

- Ellsworth AFB was selected to become the new primary training center for the B-21 Raider Project
- The B-21 mission personnel required would include pilot instructors, maintenance instructors, contractor support personnel and their families
- The base is expected to bring an economic boom for South Dakota and estimated to bring over 3,000 AFB personnel to the area (total of over 7,500 people accounting for children and spouses) as of FY22 with future growth planned until FY41



Ellsworth AFB Population Growth B-21 & WGF

Active Military, Civilians/Contractors, Spouses and Children



Source: Ellsworth AFB Population March 2023

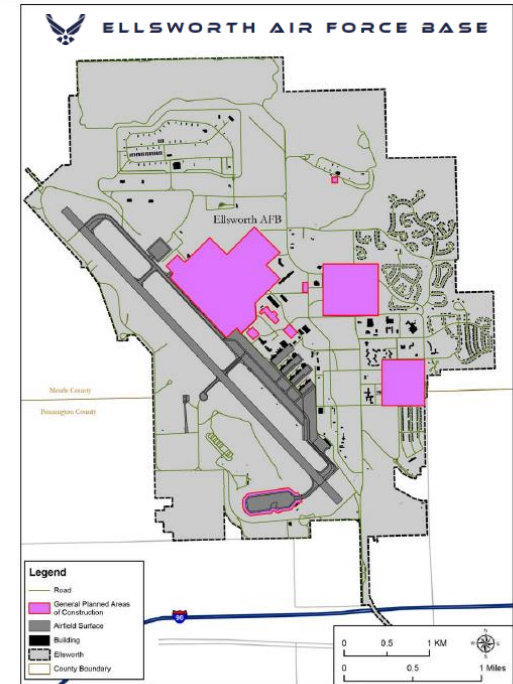


Figure ES-6. Facilities and Infrastructure Planned Areas of Construction – Ellsworth AFB Alternative

Development Observation and Conclusion



Over 7,500 units identified for potential development within the next 10+ years – *indicator of student growth*



Building activity increased in 2023 with over 300 units built – *indicator of student growth*

- Opportunities of residential growth exist; the speed of the activity can be impacted by many variables
- Monitor local factors that may affect development timing and economic outlook to gauge how the new decade of residential growth will play out



Despite new residential inventory, the single-family and multi-family yield rates have decreased in the district indicating less students are being generated from residential inventory – *indicator of student loss*

- Multi-family units are being developed at a higher rate than single-family – 2023/24 saw 91 single-family units built and 254 multi-family units built
- 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

Current growth areas are located north of I-90, while the areas for potential long-term growth are more densely located on the south side of I-90 and await infrastructure connectivity (project funding utilizes Tax Increment Financing (TIF) and State of South Dakota funding opportunities)

Residential development will continue if the housing product is affordable and have active residential projects – infrastructure connectivity also plays a role in the desirability and timing of residential development. Potential for a slight decrease in unit production with a national election year (2024).

Expansion of Ellsworth AFB is expected to increase total population for the region – continue to monitor this project for more information on timing and level of impact.

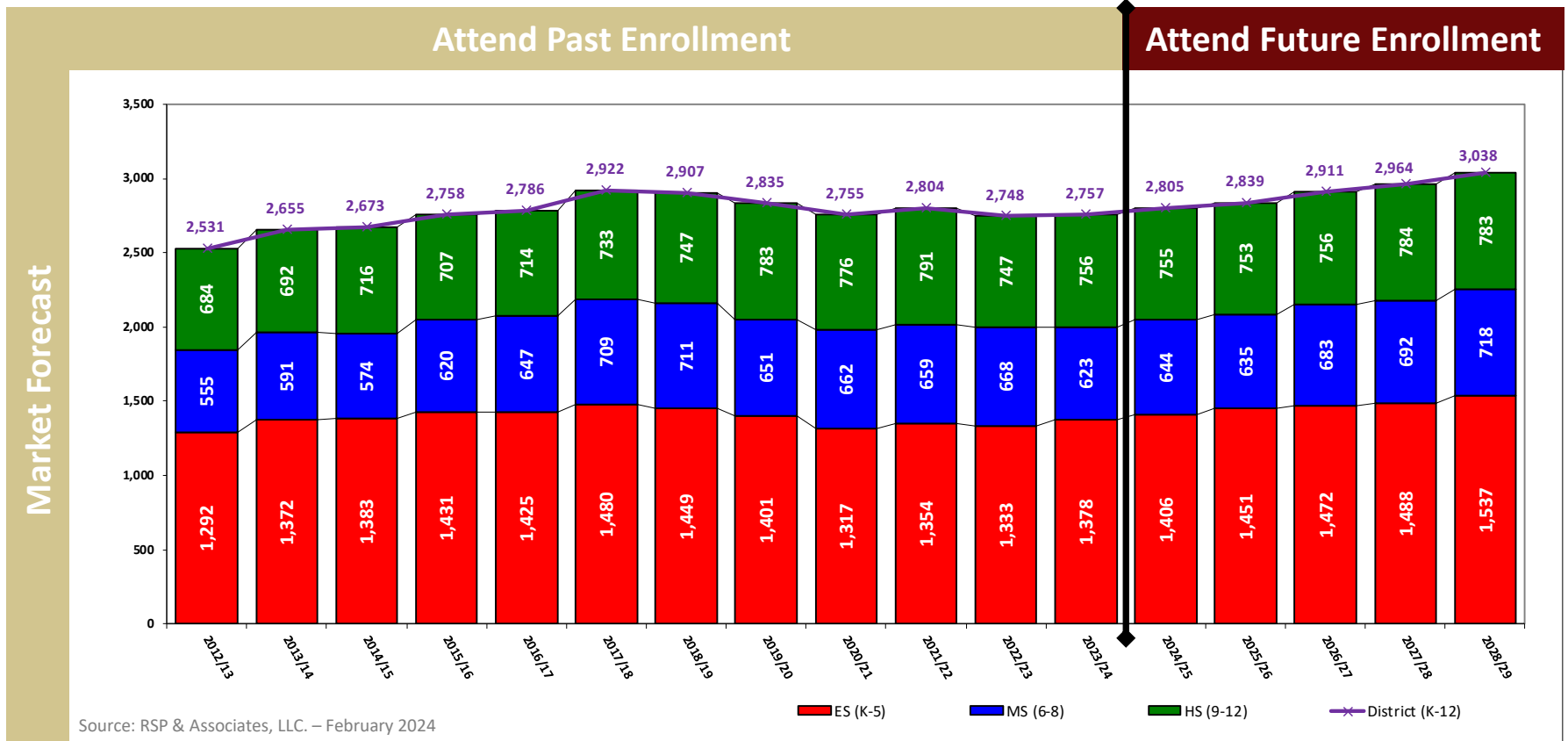


PART 3 PROJECTIONS

- Past, Current, & Future Enrollment
- Building Projections



Past, Current, & Future Enrollment



Note: Enrollment data includes out of district students

Observations:

- District enrollment forecasted to increase to over 3,000 students **(+281 students in five years)**
- Elementary enrollment forecasted to increase to over 1,500 students **(+159 students in five years)**
- Middle school enrollment forecasted to increase to over 700 students **(+95 students in five years)**
- High School enrollment forecasted to increase to over 780 students **(+27 students in five years)**

Projection Notes & Clarifications

Past Enrollment and Projections are shown three ways:

1. Reside (Based on where a student Resides in relation to the district boundary)
2. Attend (Based on both a student residing in the district and attending and students not residing in the district attending)
3. Out of District (Based on students who do not reside in the district but attend)

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

Projections by Grade Level

Douglas School District Projections By School (Based on Student Reside)

School	Educational Capacity	Enrollment Type (Past)	Past School Enrollment			Projections Based on Residence					Projected School Enrollment Capacity %				
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
Douglas Elementary Schools K to 5th	1,350	Out of District	51	38	40	39	40	42	38	44					
		Reside	1,303	1,295	1,338	1,367	1,411	1,430	1,450	1,493	101.3%	104.5%	105.9%	107.4%	110.6%
		Attend	1,354	1,333	1,378	1,406	1,451	1,472	1,488	1,537	104.1%	107.5%	109.0%	110.2%	113.9%
Douglas Middle 6th to 8th	600	Out of District	24	24	19	24	22	24	21	18					
		Reside	635	644	604	620	611	659	671	700	103.3%	101.8%	109.8%	111.8%	116.7%
		Attend	659	668	623	644	633	683	692	718	107.3%	105.5%	113.8%	115.3%	119.7%
Douglas High 9th to 12th	1,050	Out of District	35	30	32	26	26	28	32	29					
		Reside	756	717	724	729	727	728	752	754	69.4%	69.2%	69.3%	71.6%	71.8%
		Attend	791	747	756	755	753	756	784	783	71.9%	71.7%	72.0%	74.7%	74.6%
DISTRICT TOTALS K to 12th	3,000	Out of District	110	92	91	97	88	94	91	91					
		Reside	2,694	2,656	2,666	2,716	2,749	2,817	2,873	2,947	90.5%	91.6%	93.9%	95.8%	98.2%
		Attend	2,804	2,748	2,757	2,813	2,837	2,911	2,964	3,038	93.8%	94.6%	97.0%	98.8%	101.3%
Elementary Change			48	-8	43	29	44	19	20	43					
Middle School Change			-2	9	-40	16	-9	48	12	29					
High School Change			21	-39	7	5	-2	1	24	2					
District Change			67	-38	10	50	33	68	56	74					
Elementary % Change			3.8%	-0.6%	3.3%	2.2%	3.2%	1.3%	1.4%	3.0%					
Middle School % Change			-0.3%	1.4%	-6.2%	2.6%	-1.5%	7.9%	1.8%	4.3%					
High School % Change			2.9%	-5.2%	1.0%	0.7%	-0.3%	0.1%	3.3%	0.3%					
District % Change			2.6%	-1.4%	0.4%	1.9%	1.2%	2.5%	2.0%	2.6%					

Source: RSP & Associates, LLC - January 2024

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

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility

Note 3: Transfers between Facilities are shown with Attend Projections

Note 4: The Enrollment Model assumes ES(K-5) MS(6-8) and HS (9-12)

Note 5: Each planning area is assigned the 2023/24 boundary

Note 6: School capacity provided by the District

Note 7: Reside is based on the student home address

Note 8: Attend is based on which facility the student attends

Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

School Utilization Legend

- Over 100% Educational Capacity
- Under 70% Educational Capacity

Observations

- District enrollment forecasted to increase to over 3,000 students
- Elementary schools expected to **surpass capacity moving forward**
- Middle School enrollment expected to **surpass capacity moving forward**
- High school enrollment is expected to stay under capacity moving forward

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

Capacity Outlook 5-Years

Douglas School District Capacity By Level

Douglas School District Capacity By Level															Enrollment Totals				
Market Forecast	Period	Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	ES	MS	HS	District
	Past 5 Years	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
		2022/23	217	230	232	211	245	198	221	222	225	238	211	160	138	1,333	668	747	2,748
		2023/24	238	224	236	238	205	237	208	206	209	254	187	174	141	1,378	623	756	2,757
	Future 5 Years	2024/25	228	234	228	238	242	197	234	187	199	243	197	148	141	1,367	620	729	2,716
		2025/26	224	235	242	231	243	236	203	221	187	233	191	172	131	1,411	611	727	2,749
		2026/27	233	231	245	245	239	237	243	194	222	218	187	166	157	1,430	659	728	2,817
		2027/28	228	241	242	250	254	235	245	229	197	256	178	165	153	1,450	671	752	2,873
2028/29		250	236	252	247	259	249	243	226	231	228	215	159	152	1,493	700	754	2,947	

Source: RSP & Associates, LLC 2023/24 Student Forecast Model

Douglas School District Capacity By Level

		Capacity				Capacity percentage				
Market Forecast	Period	Year	ES	MS	HS	District	ES	MS	HS	District
	Past 5 Years	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%
		2022/23	1,350	600	1,050	3,000	98.7%	111.3%	71.1%	91.6%
		2023/24	1,350	600	1,050	3,000	102.1%	103.8%	72.0%	91.9%
	Future 5 Years	2024/25	1,350	600	1,050	3,000	101.3%	103.3%	69.4%	90.5%
		2025/26	1,350	600	1,050	3,000	104.5%	101.8%	69.2%	91.6%
		2026/27	1,350	600	1,050	3,000	105.9%	109.8%	69.3%	93.9%
		2027/28	1,350	600	1,050	3,000	107.4%	111.8%	71.6%	95.8%
2028/29		1,350	600	1,050	3,000	110.6%	116.7%	71.8%	98.2%	

Source: RSP & Associates, LLC 2023/24 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
 - New economic or residential development
 - Live birth rates increase
 - Out of District students increase
 - Updated capacity for each grade level

Projection Observations and Conclusion



Projection Overview

- **District:** Forecasted to increase by 281 students in the next 5 years
- **Elementary Schools:** Forecasted to increase by 159 students in the next 5 years
- **Middle School:** Forecasted to increase by 95 students in the next 5 years
- **High School:** Forecasted to increase by 27 students in the next 5 years

Capacity challenges are expected at:

- Douglas elementary schools (104 to 114% utilization)
- Douglas Middle School (107 to 120% utilization)

Driving Themes of Enrollment Trends:

2023/24 Student Population

Indicators:

- *Larger kindergarten classes than senior classes – indicator of student growth*
- *Decreased out of district students and negative net-migration of students – indicator of student loss*

Development Activity and Regional Growth

Indicators:

- *2023/24 building activity increased with over 300 new units added to the district – indicator of student growth*
- *Over 7,500 units are identified for potential development in the district – indicator of student growth*
- *Ellsworth AFB potential growth needs to be continually monitored as limited information has been released*



PART 4 NEXT STEPS

- Moving Forward
- Next Steps & Key Considerations



Conclusion



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.

Student Growth Indicators – CONTINUE TO MONITOR

❑ 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 less units are built per year, the student increase is limited
- ⊕ If more units are built per year, the student increase may be more

❑ 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

❑ 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

Key Considerations

The following items will assist the district to advance its educational goals:

- Annually review enrollment projections, demographics, and development trends
- District administration and the Board of Education further study the enrollment, demographic, and development information presented
- Utilize the enrollment model to assist with planning for staffing needs at each facility for the following school year which will address how quickly areas are “Regreening” and “Emerging”
- The type of residential development and how affordable it is will determine likely location and number of students
- Annually monitor the impact of future educational programming that will be integrated into each facility to ensure equitable and appropriate space is utilized in the building which will experience enrollment change
- Recent economic indicators have been in-flux (interest rates, housing prices, supply chain). Continued economic changes will impact the likelihood of new people moving into the district and increasing enrollment.
- RSP Enrollment forecasting is based on the best-known information at the time
- RSP recommends revisiting the key indicators of this analysis every 6-12 months to analyze enrollment trends and better forecast impact on enrollment

Key Considerations:

1. Number of live births in Meade and Pennington Counties (continue to monitor)... *see page 11-12*
2. Size of outgoing senior class (larger) compared to the incoming Kindergarten and PK classes (smaller)... *see page 13*
3. Migration trends (In-Migration tends to be less than Out-Migration)... *see page 15*
4. Development trends and timing of identified projects (7,500+ unit production potential)... *see pages 28-30*

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.



Planning for the Future

Douglas School District

Enrollment Analysis

February 2024

Updated 3/13/2024

RSP & Associates



RSP Quick Facts:

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

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

RSP Planning Team:

Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Accredited Learning Environment Planner (ALEP)

Ginna Wallace, Planner

- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

- Huron School District
 - Enrollment Analysis, 2022/23
- Mandan School District
 - Enrollment Analysis, 2023/23
- Dickinson Public Schools
 - Enrollment Analysis, 2021/22
 - Boundary Analysis, 2023/24

Our Partners:



Expectations

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



Helpful Hints to Read the Report:

- Slides that have the flagged star symbol are SIGNATURE SLIDES and are the most important variables in this unique analysis
- Each variable is analyzed as an indicator of future student population. Use the PLUS (student growth) and MINUS (student loss) icons to note how each indicator contributes to the analysis:
- Click the APPENDIX symbol on a page to reference additional analysis on this topic



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:

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. This analysis is based on the same grade configuration and educational programming expectations the patrons have for each student.

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.

Discussion Points

HELPFUL HINTS TO READ THE REPORT:



Slides that have the flagged star symbol are SIGNATURE SLIDES



PLUS: indicator of student growth



MINUS: indicator of student loss



Click the APPENDIX symbol on a page to reference additional analysis



PART 1

ENROLLMENT & DEMOGRAPHICS

- Student Analysis Maps & Data
- Sophisticated Forecast Model
- Demographics
- Past Enrollment & Change



PART 2

DEVELOPMENT

- Population, Development, & Enrollment Trends
- Yield Rate
- Housing Market Maps & Data
- Potential Growth Analysis



PART 3

PROJECTIONS

- Past, Current, & Future Enrollment
- Building Projections
- Grade Level Projections



PART 4

NEXT STEPS

- Moving Forward
- Challenges & Solutions
- Next Steps & Key Considerations



APPENDIX

- Community Demographics
- Intra-transfer Tables
- Student Density Maps

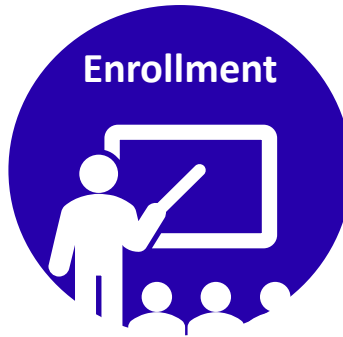


PART 1
ENROLLMENT &
DEMOGRAPHICS

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

100,000 Foot Perspective

An overview of what is most notable for your school district, students, and community.



District wide enrollment forecasted to increase by about 280 students to be over 3,000 by 2028/29

- **Elementary forecasted to increase by almost 160 students and enroll over 1,500 total ES students**
- **Middle School forecasted to increase by almost 100 students and enroll over 700 total MS students**
- **High School forecasted to increase by about 25 students and enroll about 780 total HS students**



Capacity was provided by the district and analyzed regarding projected enrollment for schools

Capacity challenges can be expected at:

- The elementary school level (K-5)
- The middle school level (6-8)



Development activity is expected to continue increased to accommodate the expected growth at Ellsworth AFB (continue monitoring project)

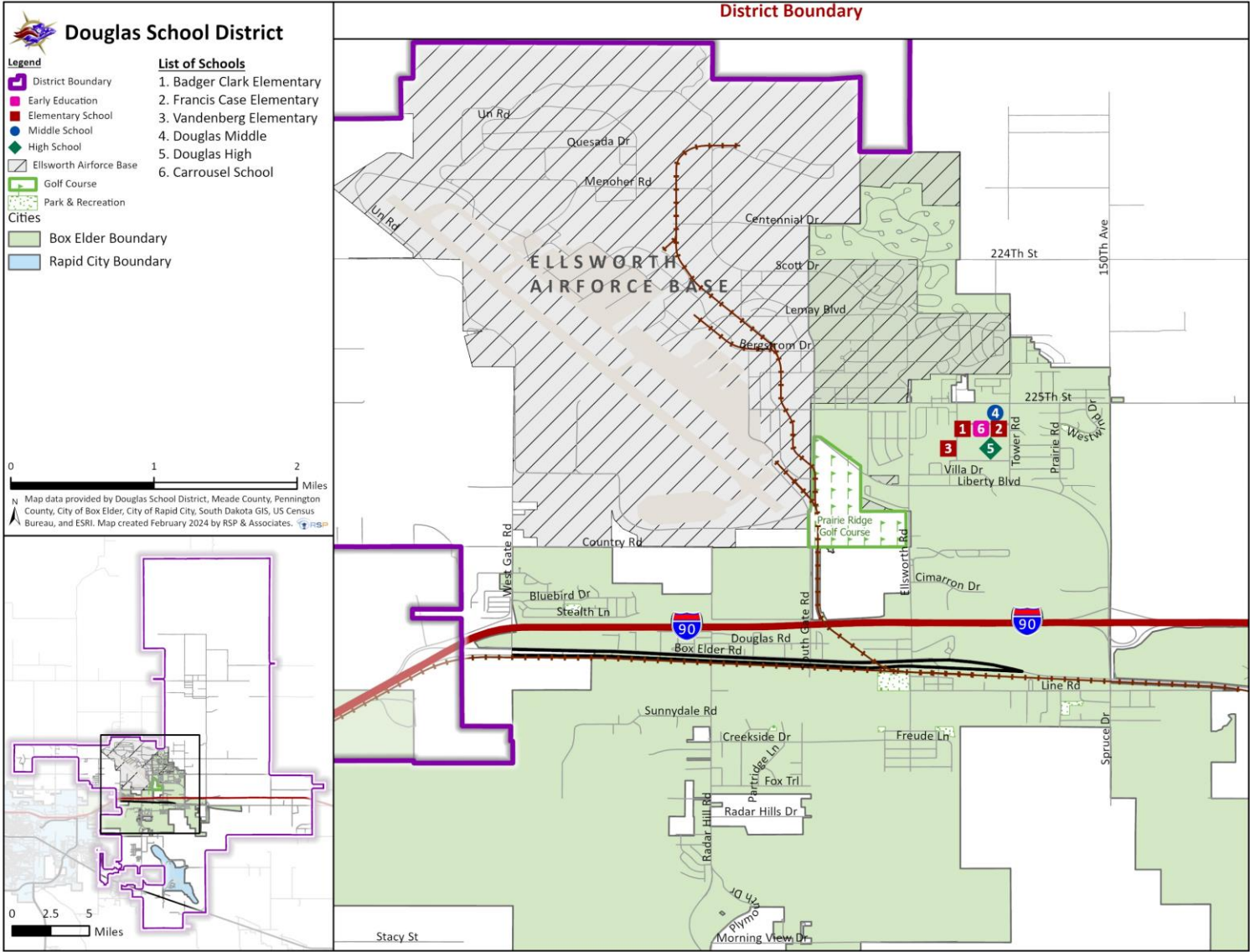
- 91 single-family and 254 multi-family units were built in 2023/24
- Over 7,500 units were identified for potential development

District Boundary

Map Details

District Boundary:
Purple Line

City Boundaries:
 ○ **Box Elder**
 ○ **Rapid City**



Planning Areas

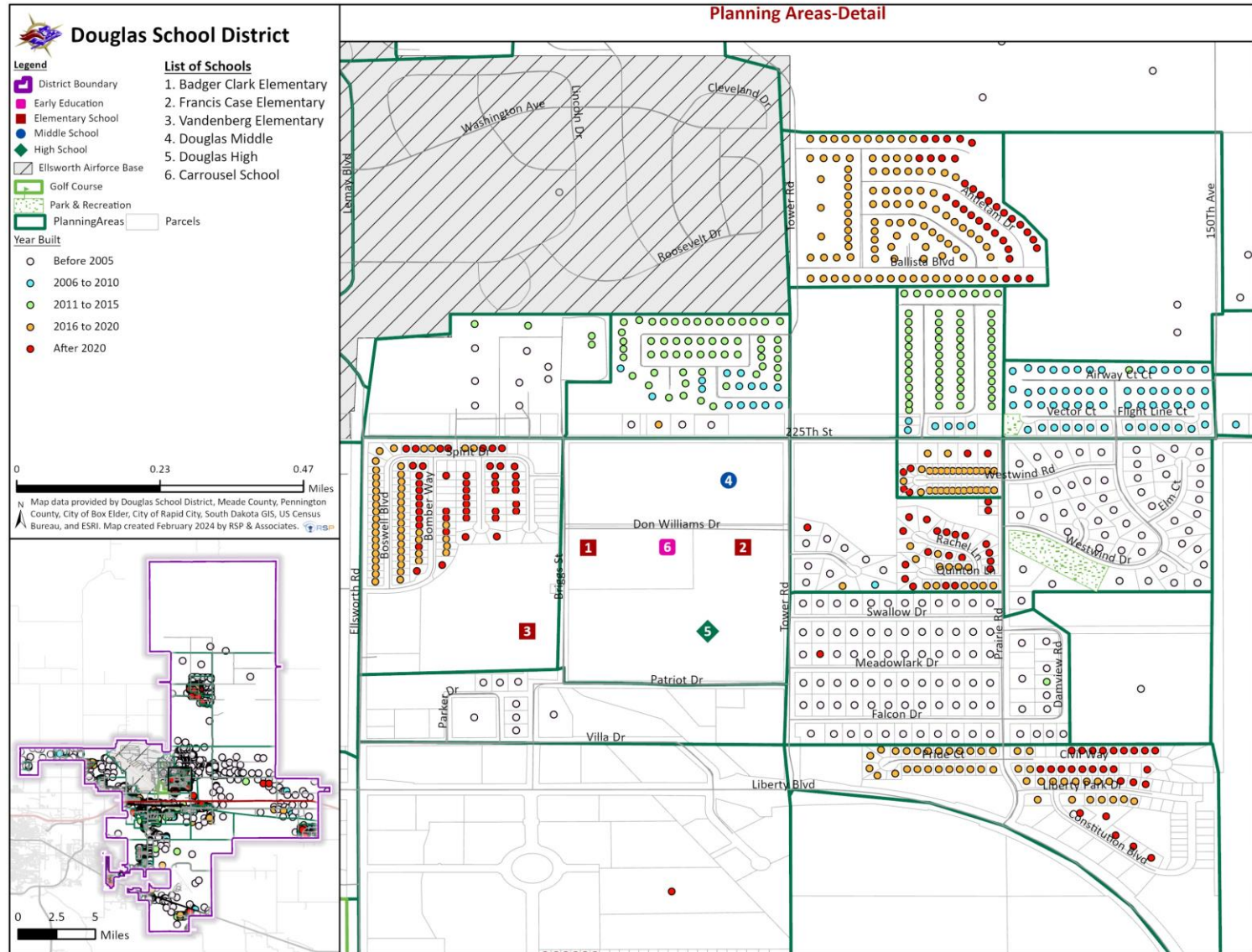
Map Details

Planning Areas:
Green Line

Planning Areas are created from:

- Land Use
- Residential Density
- Natural Features
- Manmade Feature
- Attendance Areas

Notes: Statistically analyzing data with this number of geographic based polygons will provide a deeper context to how change is happening resulting in a reliable tool to make credible planning decisions. Each planning area had a different outlook based on indicators such as value of housing, square footage of housing unit, when the housing product was constructed, as well as access to amenities such as shopping, parks, trails, and roads.



Sophisticated Forecast Model

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

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)

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.

Each variable is analyzed as an indicator of the future student population:

-  Indicator of Student Growth
-  Indicator of Student Loss

Understanding the Model

RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
⊖ Decreasing share of live births	⊕ Increasing share of live births
⊖ Current housing stock does not re-green (continues to age)	⊕ Current housing stock re-greens (turns over)
⊖ Housing development experiences minimal potential growth	⊕ Housing development experience more potential growth
⊖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	⊕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
⊖ Demographic shifts in community and/or surrounding communities	⊕ Demographic shifts in community and/or surrounding communities
⊖ Incoming Kindergarten class smaller than outgoing senior class	⊕ Incoming Kindergarten class larger than outgoing senior class

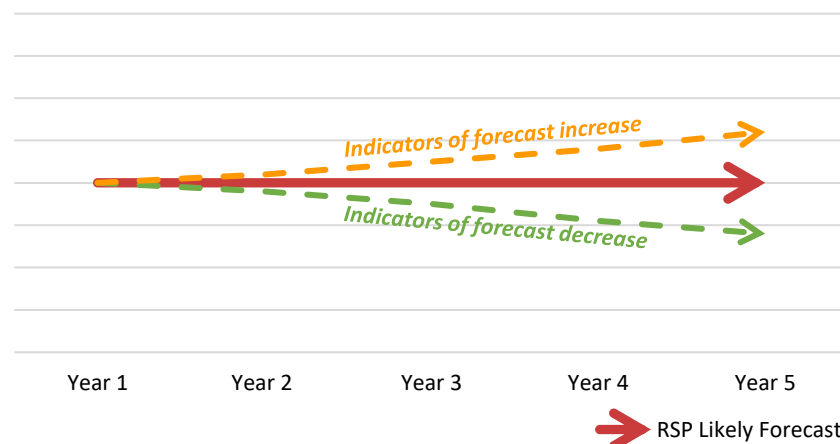
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each have a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

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.

Example of Forecast Evolution





Meade County Birth Rate Information



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

Market Share	Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
	2011	314			2016/17	93	29.6%
	2012	327	13	4.1%	2017/18	113	34.6%
	2013	320	-7	-2.1%	2018/19	94	29.4%
	2014	318	-2	-0.6%	2019/20	97	30.5%
	2015	304	-14	-4.4%	2020/21	91	29.9%
	2016	269	-35	-11.5%	2021/22	91	33.8%
	2017	258	-11	-4.1%	2022/23	93	36.0%
	2018	261	3	1.2%	2023/24	92	35.2%
	2019	245	-16	-6.1%	2024/25	72	88
	2020	244	-1	-0.4%	2025/26	72	88
	2021	252	8	3.3%	2026/27	74	91
	2022	294	42	16.7%	2027/28	86	106
3-Year Avg.	263.3	16					
3-Year Weighted Avg.	271.7	24					

 Low Range
 High Range

Main Takeaway:

The number of live births in Meade County can potentially impact kindergarten classes. To keep similar or greater enrollment will require an increase in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Meade and Pennington County live births enrolling in Douglas School District.

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 live births in Meade County and the corresponding number of kindergarten students in Douglas School District five years later
- The number of live births has generally decreased over the past ten years
- 2022 saw more live births than 2016 to 2021, but there was still less than 300 births per year; 3-year average of 16 more live births per year
- Douglas School District enrolls around 29-36% of Meade County live births in kindergarten
- Kindergarten enrollment from Meade County has varied between 91-113 students per year

Pennington County Birth Rate Information



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

Market Share	Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
	2011	1,502			2016/17	137	9.1%
	2012	1,532	30	2.0%	2017/18	152	9.9%
	2013	1,596	64	4.2%	2018/19	153	9.6%
	2014	1,540	-56	-3.5%	2019/20	137	8.9%
	2015	1,536	-4	-0.3%	2020/21	133	8.7%
	2016	1,470	-66	-4.3%	2021/22	128	8.7%
	2017	1,466	-4	-0.3%	2022/23	124	8.5%
	2018	1,541	75	5.1%	2023/24	146	9.5%
	2019	1,451	-90	-5.8%	2024/25	123	144
	2020	1,374	-77	-5.3%	2025/26	116	136
	2021	1,491	117	8.5%	2026/27	126	148
	2022	1,397	-94	-6.3%	2027/28	118	139
3-Year Avg.	1,420.7	-18					
3-Year Weighted Avg.	1,424.5	-21					

 Low Range
 High Range

Main Takeaway:

The number of live births in Pennington County can potentially impact kindergarten classes. To keep similar or greater enrollment will require an increase in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Meade and Pennington County live births enrolling in Douglas School District.

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

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

Live Birth Observations

- Tracks the number of live births in Pennington County and the corresponding number of kindergarten students in Douglas School District five years later
- The number of live births has generally decreased over the past ten years
- 2022 saw less than 1,400 live births; 3-year average of 18 less live births per year
- Douglas School District enrolls around 8-10% of Pennington County live births in kindergarten
- Kindergarten enrollment from Pennington County has varied between 124-153 students per year

Past Enrollment by Grade



Observations:

- Largest K-12 class in 2023/24 – 9th grade with 254 students
- Smallest K-12 class in 2023/24 – 12th grade with 141 students
- Graduating senior class is smaller than the incoming Kindergarten class which will increase total enrollment
- Largest historical increase was from 2016/17 to 2017/18 with increase of 4.9% (+136 students); 2017/18 also had the largest total enrollment with 2,922 students
- 2023/24 enrolled 2,757 students this year (+9 students from last year)

SOUTH DAKOTA SCHOOL DISTRICT - Dept of Education

Enrollment By Grade

Year	Enrollment By Grade													K-12		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change
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	124	4.9%
2014/15	250	235	232	227	216	223	201	206	167	224	169	160	163	2,673	18	0.7%
2015/16	258	252	241	229	219	232	208	206	206	202	198	154	153	2,758	85	3.2%
2016/17	230	234	254	238	240	229	238	212	197	232	167	180	135	2,786	28	1.0%
2017/18	265	237	244	254	235	245	225	258	226	212	197	157	167	2,922	136	4.9%
2018/19	247	242	248	241	245	226	241	225	245	249	202	158	138	2,907	-15	-0.5%
2019/20	234	248	217	230	232	240	217	233	201	269	202	157	155	2,835	-72	-2.5%
2020/21	224	208	237	200	213	235	232	203	227	242	211	180	143	2,755	-80	-2.8%
2021/22	219	238	215	241	228	213	242	219	198	276	197	161	157	2,804	49	1.8%
2022/23	217	230	232	211	245	198	221	222	225	238	211	160	138	2,748	-56	-2.0%
2023/24	238	224	236	238	205	237	208	206	209	254	187	174	141	2,757	9	0.3%

Source: South Dakota Department of Education and Douglas School District (2012/13 to 2023/24)

Cohort Student Change



Observations:

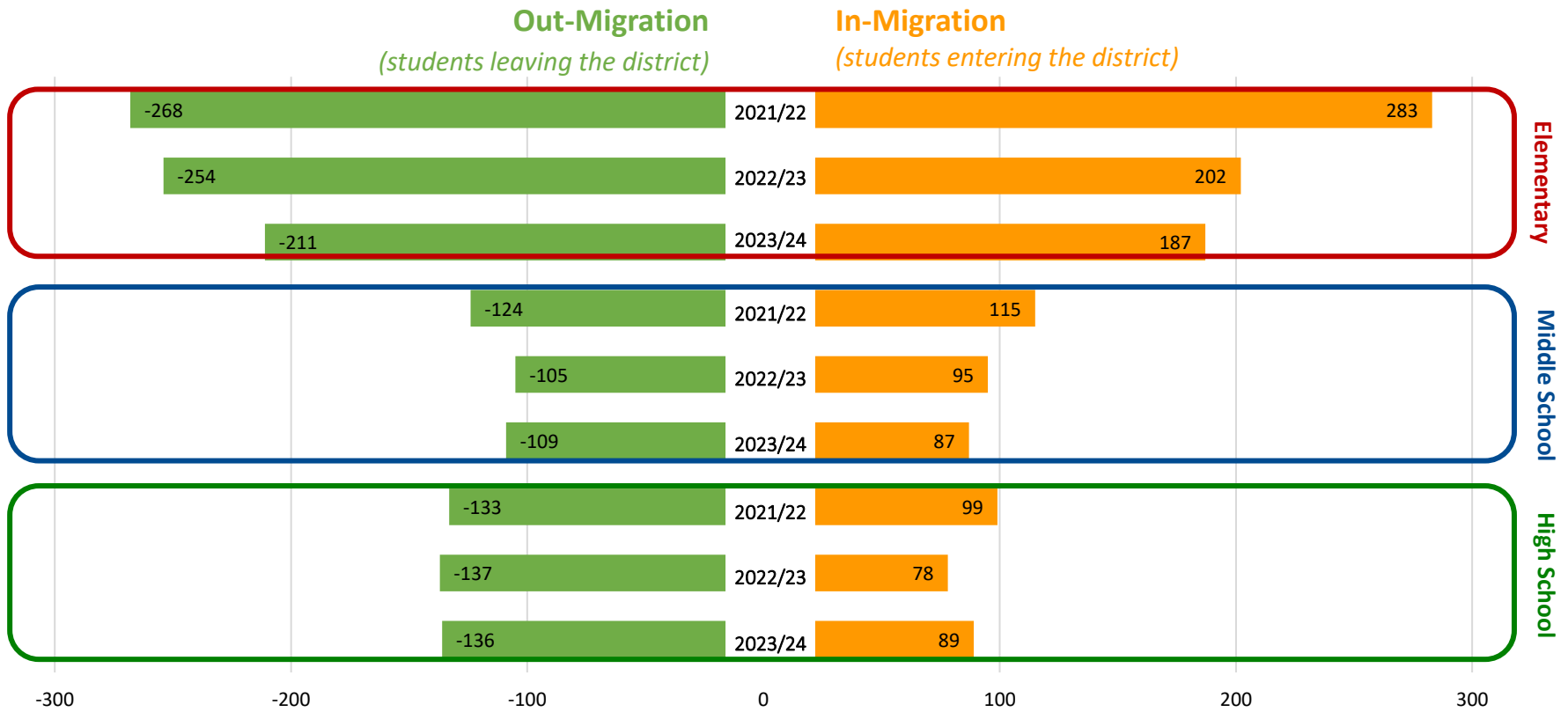
- Largest 3-year average K-12 class cohort increase – 8th to 9th grade **(+39.3)**
- Largest 3-year average K-12 class cohort decrease – 9th to 10th grade **(-53.7)**
- Overall percent change from previous year of +0.3% - increase of 9 students
- 4th to 5th grade, 6th to 8th grade, and 9th to 12th grade cohorts tend to decrease in student cohort movement
- 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

Enrollment Grade Change

From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2012/13	2013/14	-1	7	9	20	2	1	5	4	26	-31	-28	-8	124	4.9%
2013/14	2014/15	-15	1	-3	-18	0	-3	-2	3	5	-38	-21	-6	18	0.7%
2014/15	2015/16	2	6	-3	-8	16	-15	5	0	35	-26	-15	-7	85	3.2%
2015/16	2016/17	-24	2	-3	11	10	6	4	-9	26	-35	-18	-19	28	1.0%
2016/17	2017/18	7	10	0	-3	5	-4	20	14	15	-35	-10	-13	136	4.9%
2017/18	2018/19	-23	11	-3	-9	-9	-4	0	-13	23	-10	-39	-19	-15	-0.5%
2018/19	2019/20	1	-25	-18	-9	-5	-9	-8	-24	24	-47	-45	-3	-72	-2.5%
2019/20	2020/21	-26	-11	-17	-17	3	-8	-14	-6	41	-58	-22	-14	-80	-2.8%
2020/21	2021/22	14	7	4	28	0	7	-13	-5	49	-45	-50	-23	49	1.8%
2021/22	2022/23	11	-6	-4	4	-30	8	-20	6	40	-65	-37	-23	-56	-2.0%
2022/23	2023/24	7	6	6	-6	-8	10	-15	-13	29	-51	-37	-19	9	0.3%
3-Year Average		10.7	2.3	2.0	8.7	-12.7	8.3	-16.0	-4.0	39.3	-53.7	-41.3	-21.7	0.7	0.0%
3-Year Weighted Average		9.5	2.2	2.3	3.0	-14.0	8.8	-16.3	-5.3	36.0	-54.7	-39.2	-21.0	-6.0	-0.2%

Source: South Dakota Department of Education and Douglas School District (2012/13 to 2023/24)

3-Year Student Migration Trend



Source: Douglas School District and RSP

Observations

- 2021/22 lost 525 students and gained 497 students; **NET: -28**
- 2022/23 lost 496 students and gained 375 students; **NET: -121**
- 2023/24 lost 456 students and gained 363 students; **NET: -93**
 - Military (1A and BM) made up 20% of total In Migration in 2023/24

Main Takeaway: The district had a negative net loss of transfer students for the past three years.

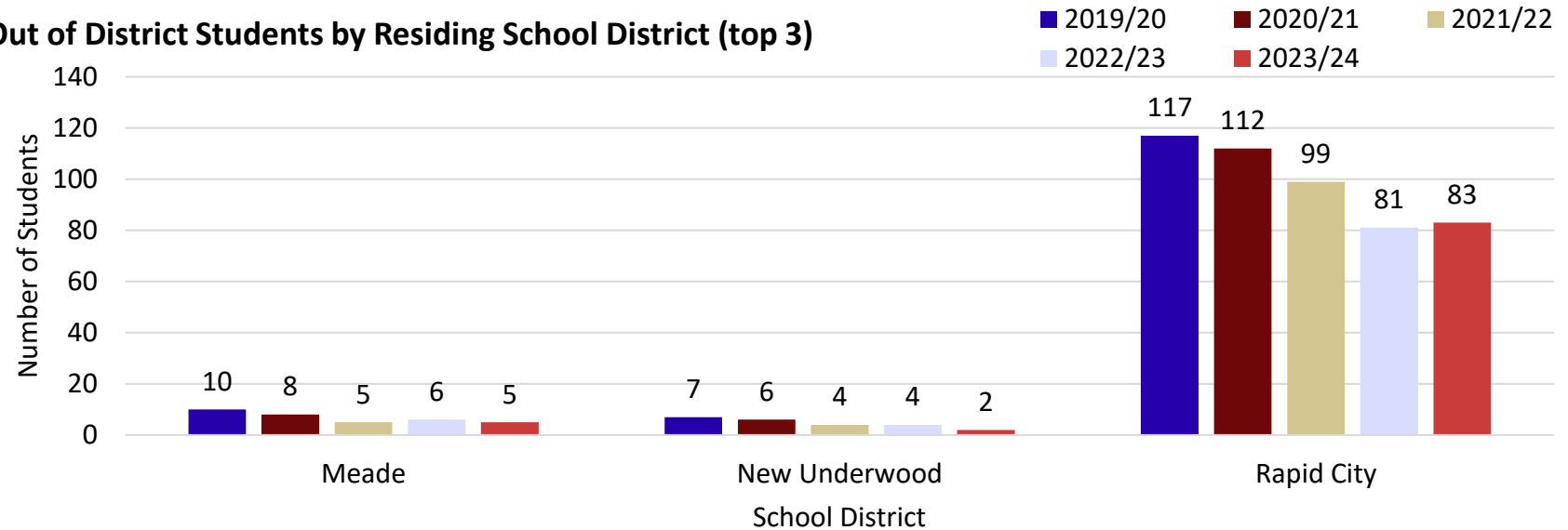
Definition

Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

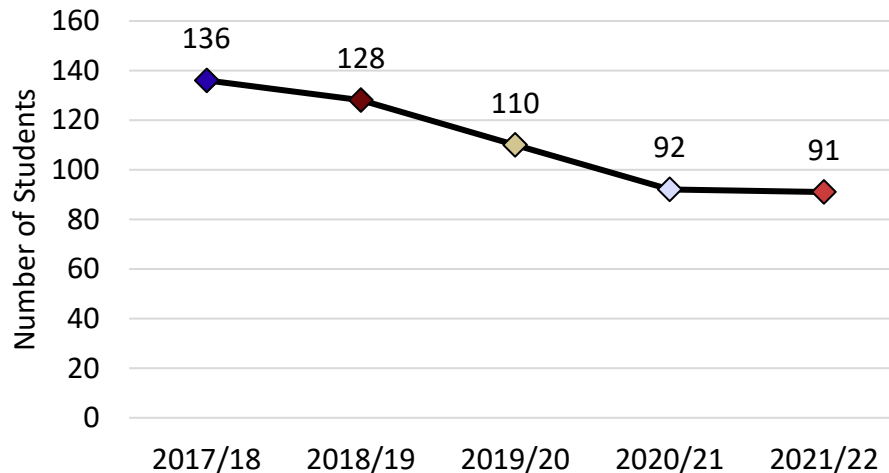
In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.

Out of District Student Analysis

Out of District Students by Residing School District (top 3)



Total Out of District Students per Year



Observations

- 91 students reside out of the district boundary this year
- The number of out of district students has been generally decreasing over the past five years
- Rapid City School District tends to contribute the largest share of out of district students per year

Note: Analysis includes the number of students RSP has geocoded residing out of the district boundary. It may not align with district totals of out-of-district transfers, but provides count of students with addresses outside of the district at the time of Official Count provided data.

Source: Douglas School District and RSP

Student Count Change Map

Map Details

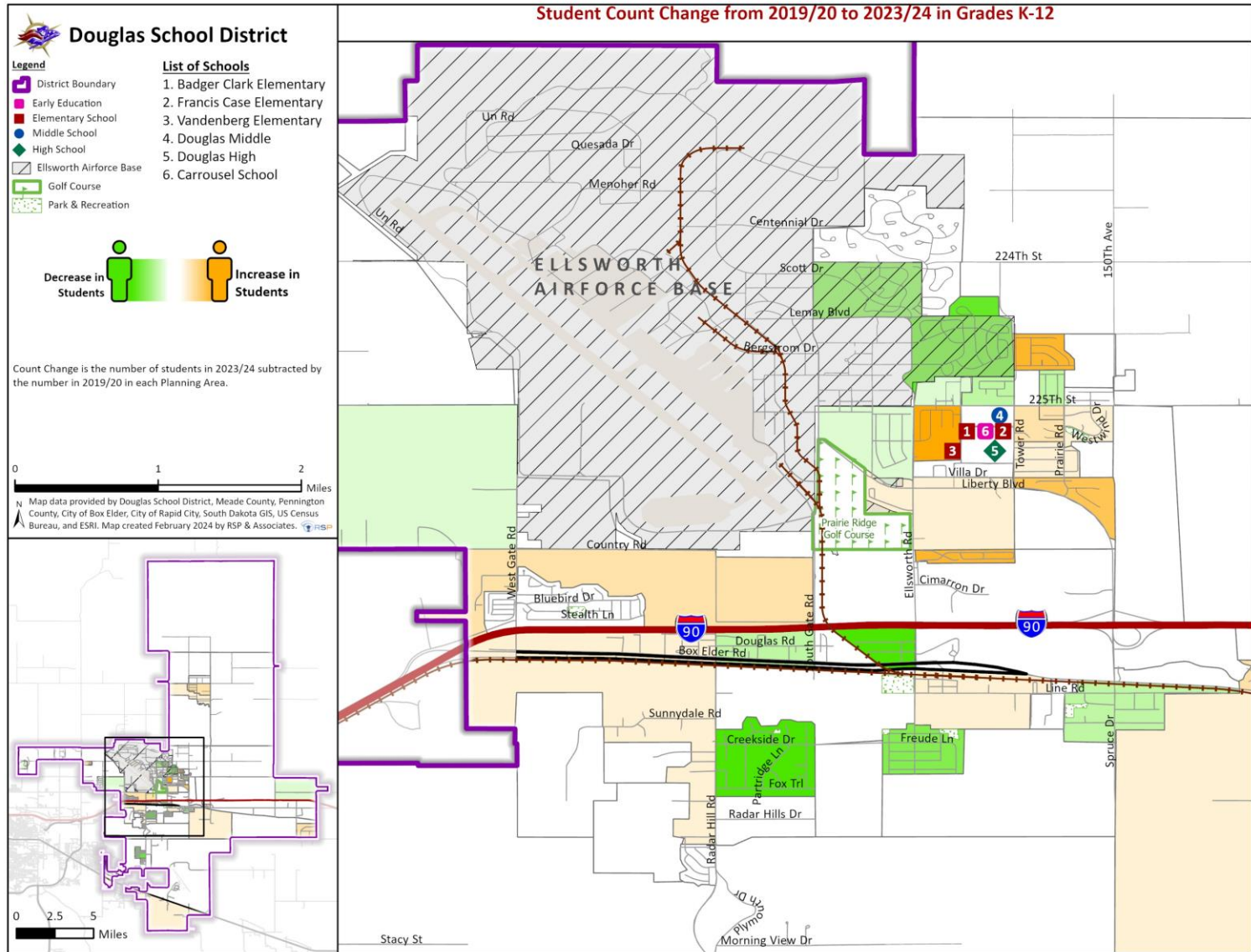
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease



Heat Map



Map Details

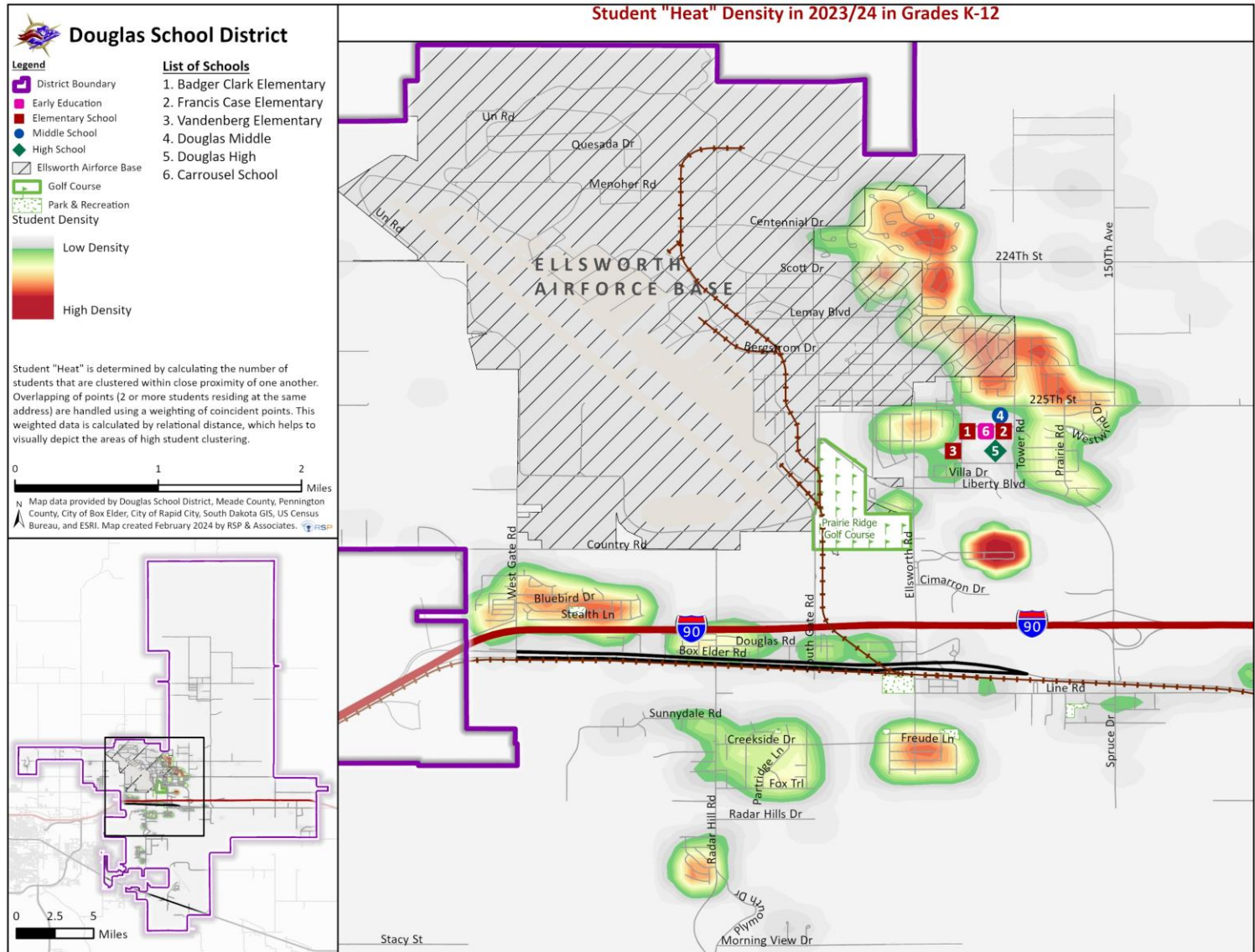
Visual shows the location of students in proximity to other students for a “heat affect” in the district.

Red: highest student density

Gray: lowest student density

Notes: Overlapping points (2 or more students) are handled using a weighting of coincident points.

Newer developments and/or most affordable areas tend to have the greatest density.



Enrollment Observation and Conclusion



RSP & Associates monitors over 100 planning areas for demographic, development, and enrollment data sets



Live births in Meade and Pennington County have been stable the past five years – *indicator of student growth*



District enrollment increased by 9 students from last year – *indicator of student growth*

- Most student cohorts increase during elementary transition and decrease at middle and high school transitions
- Kindergarten enrollment increased this year
- Only 10th to 12th grade levels are less than 200 students per grade this year



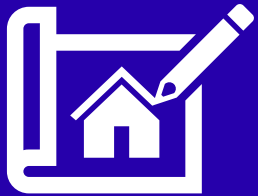
Graduating senior classes are smaller than incoming kindergarten classes – *indicator of student growth*



District historically has had a negative migration trend for the past three years – *indicator of student loss*

Greatest student density is near the Valley Village Mobile Home Community along Frontage Road

Open enrollment trends should continually be analyzed as change to open enrollment policy have impact on enrollment outlook.

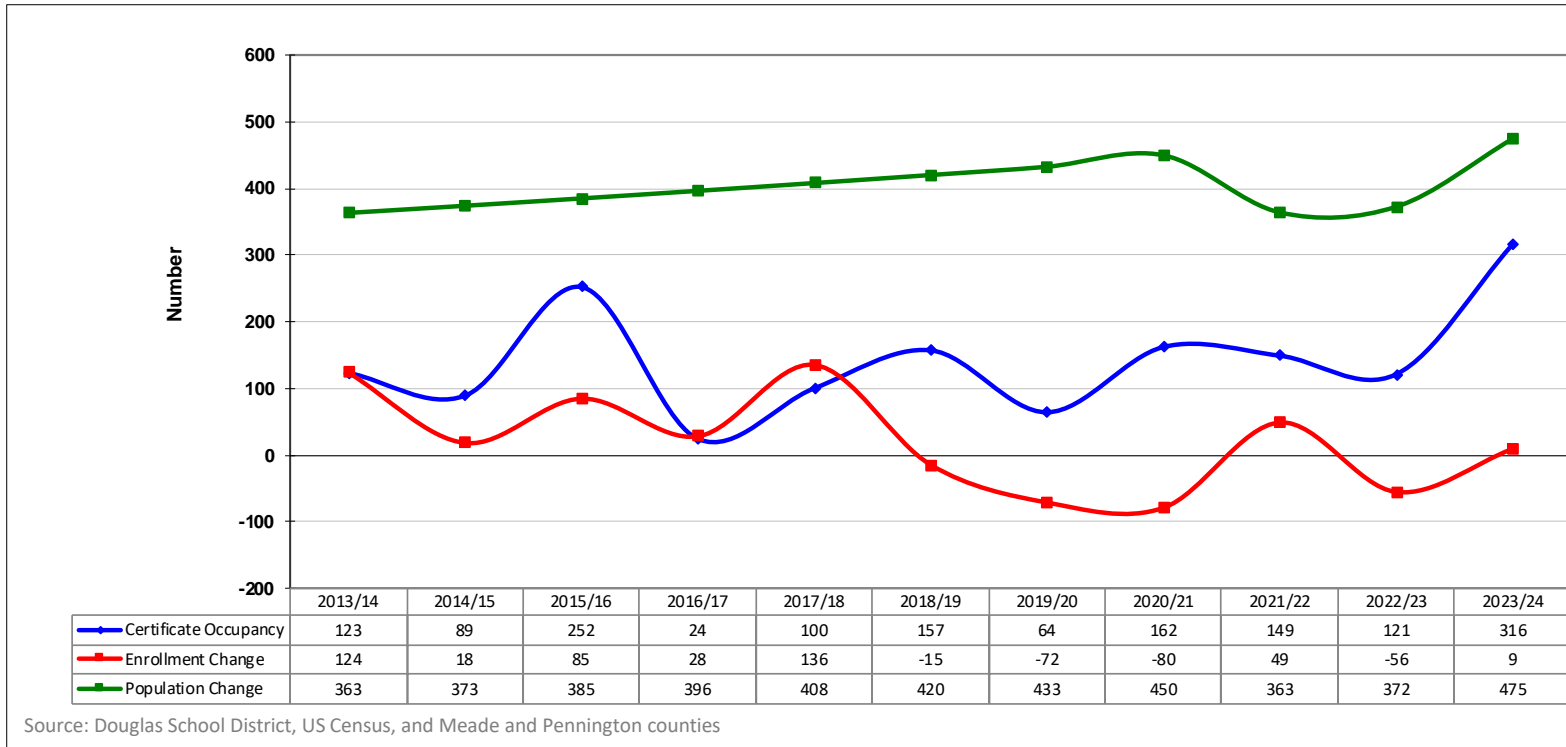


PART 2 DEVELOPMENT

- Population, Development, & Enrollment Trends
- Yield Rate
- Housing Market Maps & Data
- Potential Growth Analysis



Population, Development, & Enrollment



Source: Douglas School District, US Census, and Meade and Pennington counties

Observations:

- **BLUE LINE:** Building activity has averaged about 140+ new units built a year
- **GREEN LINE:** Census data indicates an increasing total population within the district boundary
 - Population shows the estimate growth of the whole decade
 - New decennial census often affect year-to-year change
- **RED LINE:** Student enrollment has slightly increased this past year
 - Enrollment decreased in 2018/19 to 2020/21 and in 2022/23

Main Takeaway: Benchmark data to determine if there is a correlation between:

- Population change
- Building activity
- School enrollment

Student Yield Rate: Single-Family



Geographies:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Box Elder	74	75	74	75	72	71	71	70	69	67	71.8
Ellsworth AFB	49	40	45	49	48	43	37	37	35	37	42.0
Rapid City	42	42	42	42	42	40	37	36	34	33	39.0
District (K-12):	61	59	59	61	59	58	56	55	53	52	57.3

Source: Meade and Pennington Counties, Douglas School District, and RSP

Single-Family Yield Rate Observations

- Table shows the number of students per 100 single-family (SF) units by year and by residing geography
- District sees on average 58 K-12 students per 100 single-family households
- City of Box Elder has the largest 2023 SF yield rate with 67 students per 100 single-family households
- City of Rapid City has the smallest 2023 SF Yield rate with 33 students per 100 single-family households
- This district single-family yield rate has decreased over the past ten years indicating less students are being generated from the residential inventory
- Adding new housing inventory can impact the student yield rate – **There were 1,035 single-family homes built from 2014 to 2024**

Table Legend

-  +15 and greater from District Average
-  -15 and fewer from District Average

Student Yield Rate: Multi-Family

Geographies:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Box Elder	43	45	46	48	42	38	31	34	34	35	39.6
Ellsworth AFB	84	56	49	53	54	47	44	46	27	12	47.2
Rapid City	28	15	5	10	5	10	18	20	20	15	14.6
District (K-12):	46	45	45	47	42	38	32	34	33	29	39.1



Source: Meade and Pennington Counties, Douglas School District, and RSP

Note: In 2023, Union Apartments (229 units) were built in Ellsworth AFB. Student yield rate may increase in following years as the units become fully occupied.

Multi-Family Yield Rate Observations

- Table shows the number of students per 100 multi-family (MF) units by year and by residing geography
- District sees on average 39 students per 100 multi-family households
- Box Elder has the largest 2023 MF yield rate with 35 students per 100 multi-family households
- Ellsworth AFB has the smallest 2023 MF yield rate with 12 students per 100 multi-family households
 - In 2023, Union Apartments (229 units) were built in Ellsworth AFB. Student yield rate may increase in following years as the units become fully occupied.
- This district multi-family yield rate has decreased over the past ten years indicating less students are being generated from the residential inventory
- Adding new housing inventory can impact the yield rate – **There was 428 multi-family homes built from 2014 to 2024**

Table Legend

-  +15 and greater from District Average
-  -15 and fewer from District Average

Average Year Built Map

Map Details

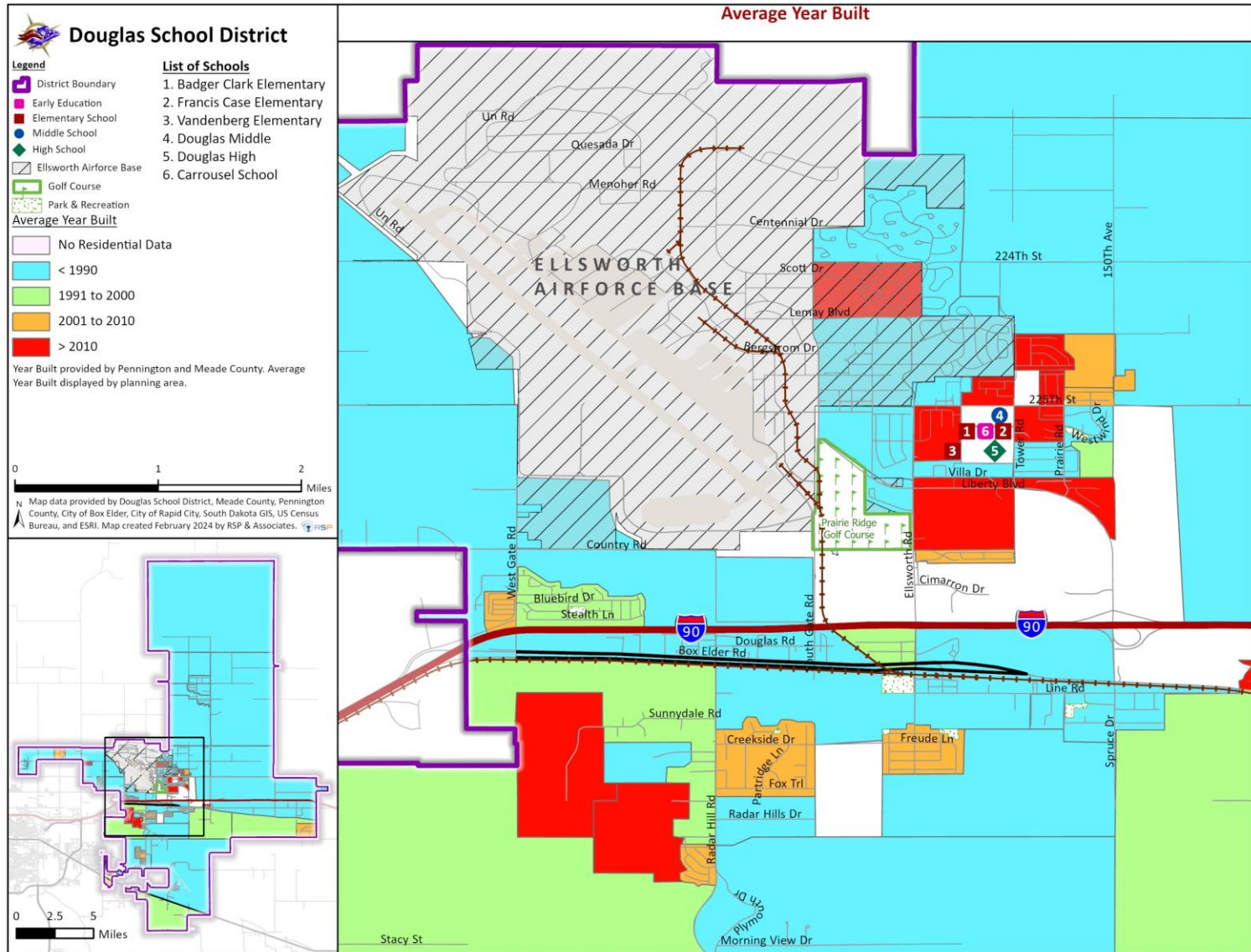
Year built data provided by Meade and Pennington Counties

Colors to show decade units were built:

- White: no data
- Blue: before 1990
- Green: 1991-2000
- Orange: 2001-2010
- Red: After 2010

Notes: Averages based on RSP Planning Areas and the units built in them

Based on a planning area and could be influenced by the number of units prior to new units being built.



Median Home Value Map

Map Details

Year built data provided by Meade and Pennington County

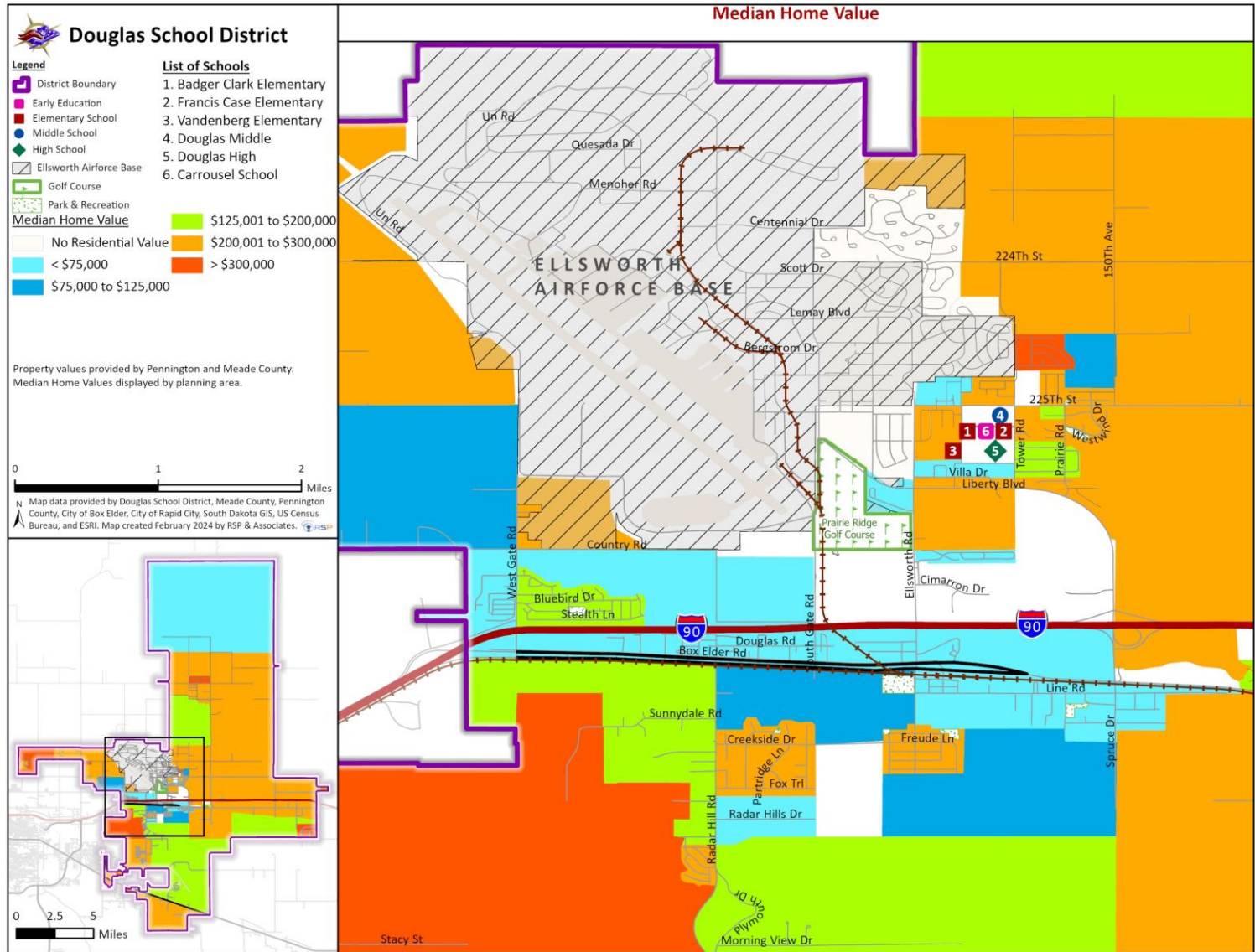
Orange to Red:
greatest Median Home Value

Green to Blue:
greatest affordability

Notes: Based on assessed Home Value as provided and maintained by Meade and Pennington County assessor's office.

Depicted by Median Value in each Planning Area - Based on a planning area and could be influenced by the number of units prior to new units being built.

Home values likely correlated to socio-economic status - new areas tend to be the least affordable.



Recent Year Built Map

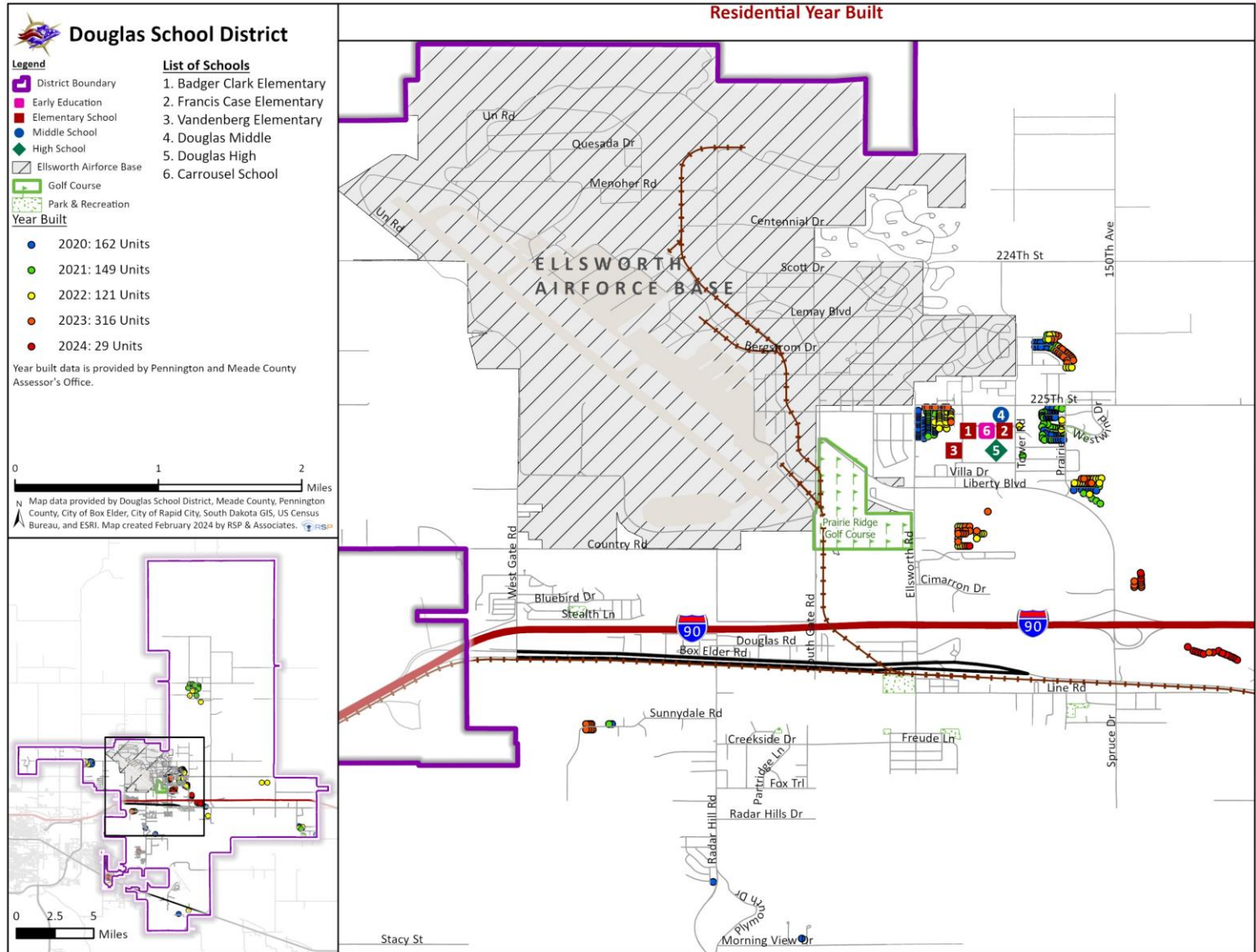
Map Details

Colors of dots represent a specific year according to the county assessor's office

- 2024: 29 units
- 2023: 316 units
- 2022: 121 units
- 2021: 149 units
- 2020: 162 units

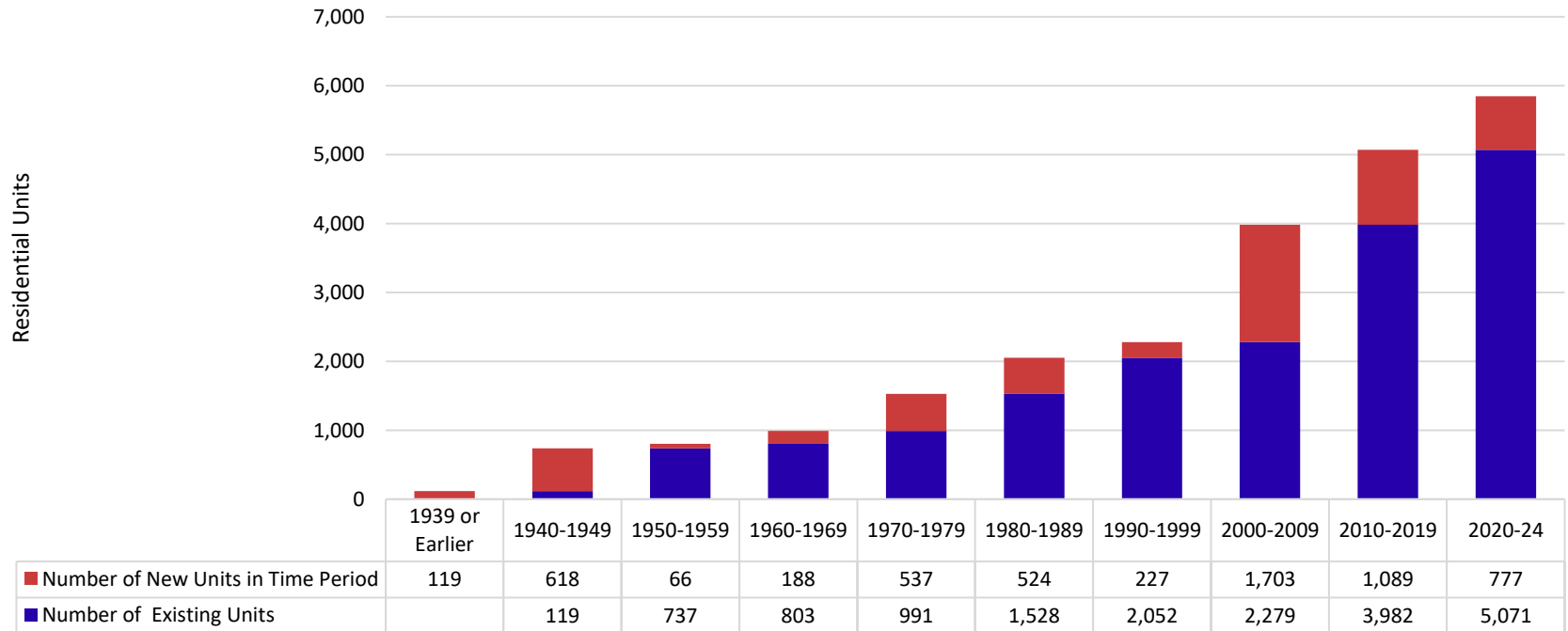
Notes: Type of housing is monitored as some planning areas (single-family or multi-family) do not necessarily lead to similar yield rates and may change from year to year. Reveals the clusters of where recent residential development has occurred.

Some new areas do not necessarily lead to similar yield rates of like developments.



Development Activity Over Time

New V.S. Existing Units by Decade Built



Source: Meade and Pennington counties 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 (109 per year) is lower than from 2000 to 2009 (170 per year)
- The decade with the most units built was 2000 to 2009
- The average year for all units built was 1982 while the median year built for all units is 2004

Growth Area Map



Map Details

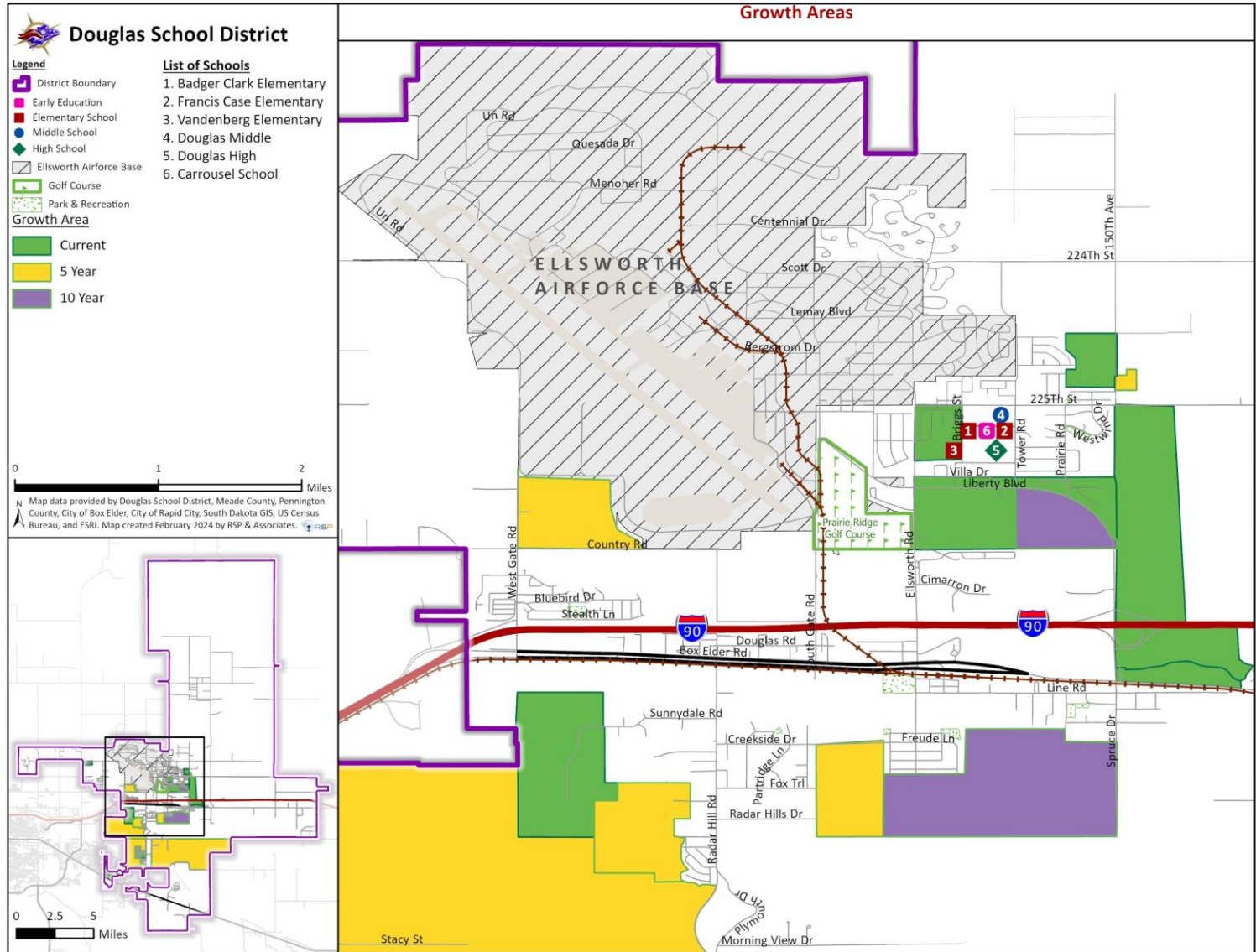
Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input

- **Green:** current development
- **Yellow:** potential 5-year developments
- **Purple:** potential 10-year development

Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements.

There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.



Development Table



RSP Planning Area Name	Type of Development	Timing of Growth	Existing Units	Potential Units	City
Red Feren	Mixed-Use	Current	10	314	Box Elder
Freedom Estates Multi-Family	Multi-Family	Current	0	100	Box Elder
Alpha Omega Phase 1	Single-Family	Current	8	128	Box Elder
Civil Way	Single-Family	Current	101	35	Box Elder
Freedom Estates	Single-Family	Current	18	103	Box Elder
Freedom Landing Phase 4	Single-Family	Current	2	90	Box Elder
AFB Liberty Plaza	Mixed-Use	Current	257	72	Ellsworth AFB
AFB Raider Pointe	Single-Family	Current	95	29	Ellsworth AFB
Bridle Ridge	Single-Family	Current	42	13	Rapid City
Murphy Ranch	Single-Family	Current	10	127	Rapid City
Springfield Subdivision	Single-Family	Current	200	15	Rapid City
Valley Heights Estates	Single-Family	Current	162	70	Rapid City
Future Infrastructure Connector	Mixed-Use	5 Year	2	1,364	Box Elder
Eagle Property Rezoning	Multi-Family	5 Year	1	60	Box Elder
Area at end of Fox Trail	Single-Family	5 Year	0	332	Box Elder
Cheyenne Pass	Single-Family	5 Year	1	38	Box Elder
E of Andrews	Single-Family	5 Year	7	400	Ellsworth AFB
North of Longview Road	Rural	5 Year	11	2,000	Rapid City
Apple Valley	Single-Family	5 Year	5	400	Rapid City
West of Radar Hill Road	Single-Family	5 Year	6	700	Rapid City
E of Liberty Plaza	Single-Family	10 Year	0	186	Box Elder
South of Edelweiss Lane	Single-Family	10 Year	2	1,000	Box Elder
Summary of Units					
Current			905	1,096	
5 Year			33	5,294	
10 Year			2	1,186	
Total			940	7,576	

Source: Meade & Pennington counties, cities of Box Elder & Rapid City, and RSP

Observations

- Table has been created to illustrate the type and amount of potential development
- The speed in which any developments are built are influenced by who owns the property, access to infrastructure, and economic indicators
- Growth Areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
 - **Green:** identifies where development activity is happening
 - **Yellow:** identifies areas that could develop within 5+ years
 - **Purple:** identifies areas that could develop within 10+ years

Main Takeaway

- 1,000+ potential units identified in active development stages
- 7,500+ total potential units identified for development over the next decade

Ellsworth AFB Expansion



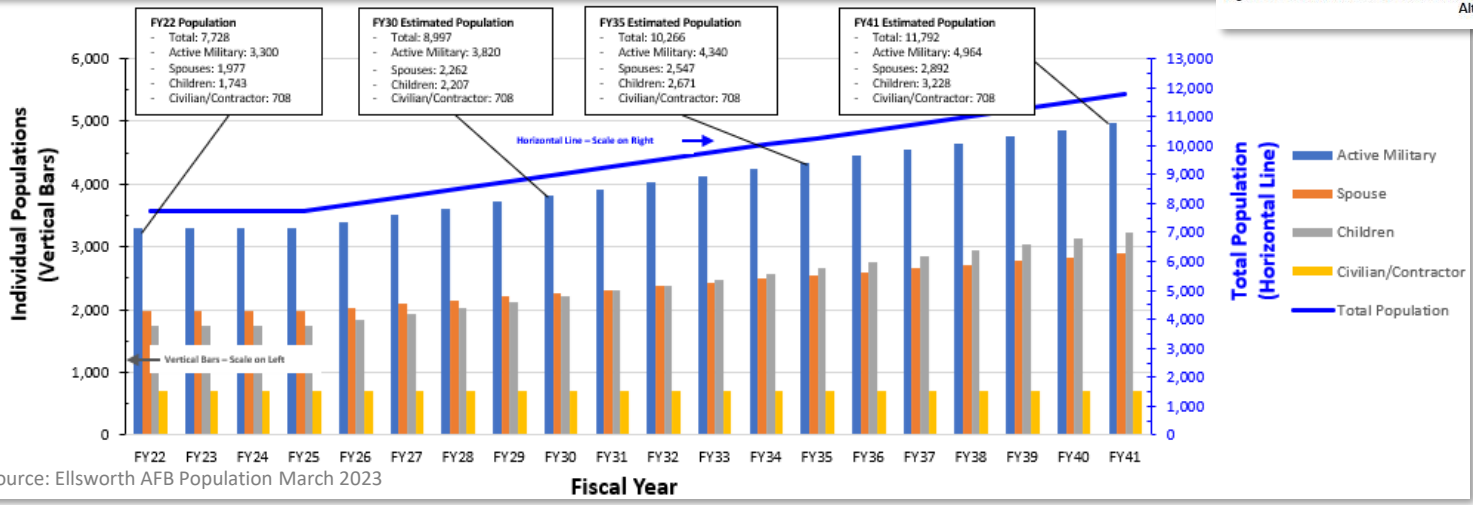
Observations:

- Ellsworth AFB was selected to become the new primary training center for the B-21 Raider Project
- The B-21 mission personnel required would include pilot instructors, maintenance instructors, contractor support personnel and their families
- The base is expected to bring an economic boom for South Dakota and estimated to bring over 3,000 AFB personnel to the area (total of over 7,500 people accounting for children and spouses) as of FY22 with future growth planned until FY41



Ellsworth AFB Population Growth B-21 & WGF

Active Military, Civilians/Contractors, Spouses and Children



Source: Ellsworth AFB Population March 2023

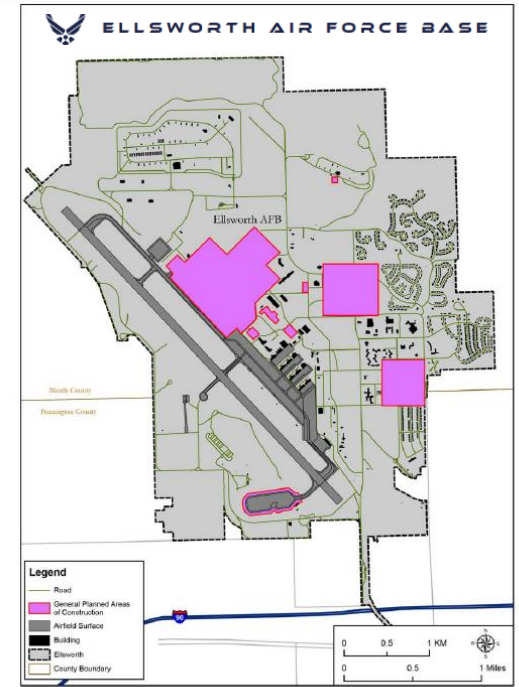


Figure ES-6. Facilities and Infrastructure Planned Areas of Construction – Ellsworth AFB Alternative

Development Observation and Conclusion



Over 7,500 units identified for potential development within the next 10+ years – *indicator of student growth*



Building activity increased in 2023 with over 300 units built – *indicator of student growth*

- Opportunities of residential growth exist; the speed of the activity can be impacted by many variables
- Monitor local factors that may affect development timing and economic outlook to gauge how the new decade of residential growth will play out



Despite new residential inventory, the single-family and multi-family yield rates have decreased in the district indicating less students are being generated from residential inventory – *indicator of student loss*

- Multi-family units are being developed at a higher rate than single-family – 2023/24 saw 91 single-family units built and 254 multi-family units built
- 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

Current growth areas are located north of I-90, while the areas for potential long-term growth are more densely located on the south side of I-90 and await infrastructure connectivity (project funding utilizes Tax Increment Financing (TIF) and State of South Dakota funding opportunities)

Residential development will continue if the housing product is affordable and have active residential projects – infrastructure connectivity also plays a role in the desirability and timing of residential development. Potential for a slight decrease in unit production with a national election year (2024).

Expansion of Ellsworth AFB is expected to increase total population for the region – continue to monitor this project for more information on timing and level of impact.

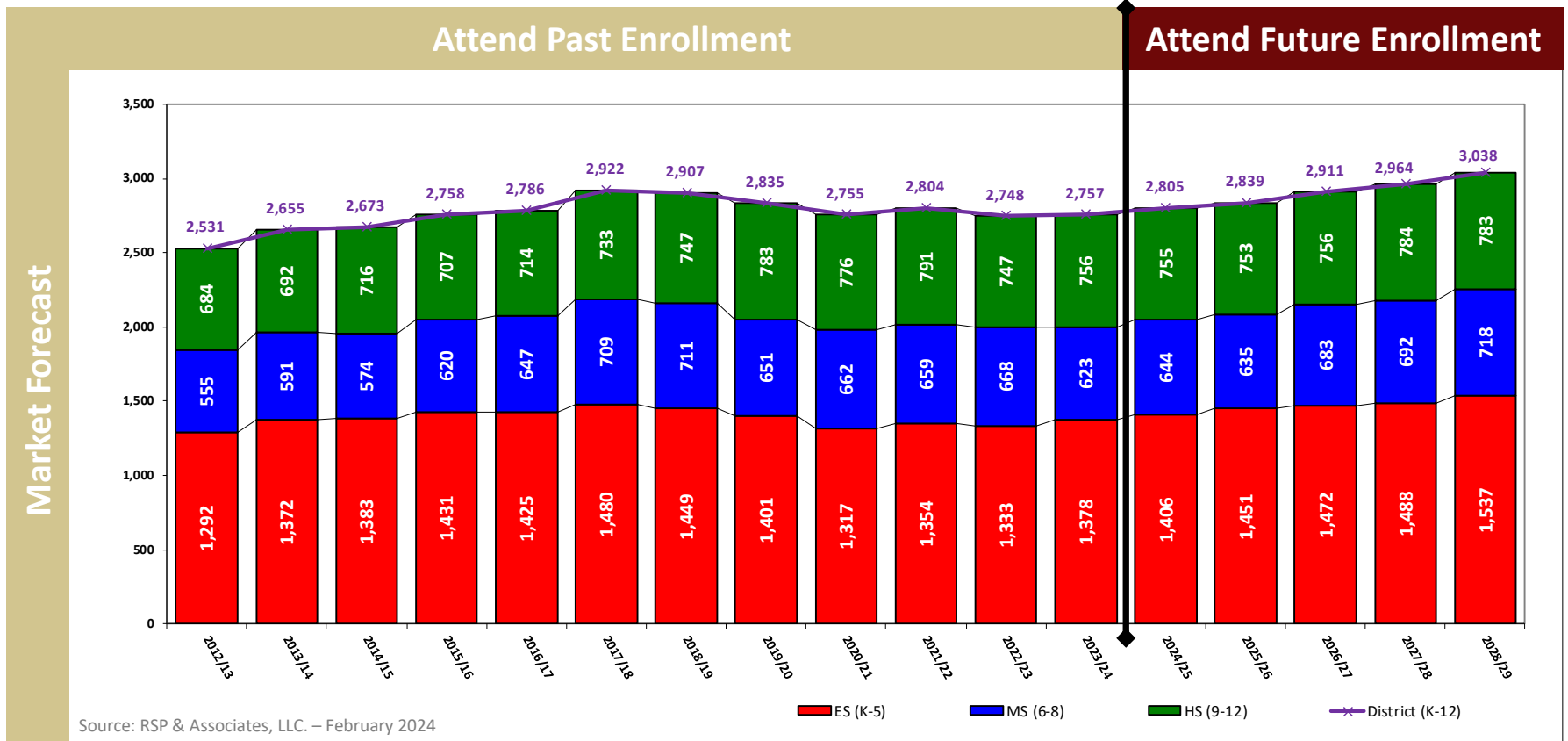


PART 3 PROJECTIONS

- Past, Current, & Future Enrollment
- Building Projections



Past, Current, & Future Enrollment



Note: Enrollment data includes out of district students

Observations:

- District enrollment forecasted to increase to over 3,000 students **(+281 students in five years)**
- Elementary enrollment forecasted to increase to over 1,500 students **(+119 students in five years)**
- Middle school enrollment forecasted to increase to over 700 students **(+95 students in five years)**
- High School enrollment forecasted to increase to over 780 students **(+27 students in five years)**

Projection Notes & Clarifications

Past Enrollment and Projections are shown three ways:

1. Reside (Based on where a student Resides in relation to the district boundary)
2. Attend (Based on both a student residing in the district and attending and students not residing in the district attending)
3. Out of District (Based on students who do not reside in the district but attend)

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

Projections by Grade Level

Douglas School District Projections By School (Based on Student Reside)

School	Educational Capacity	Enrollment Type (Past)	Past School Enrollment			Projections Based on Residence					Projected School Enrollment Capacity %				
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2024/25	2025/26	2026/27	2027/28	2028/29
Douglas Elementary Schools K to 5th	1,350	Out of District	51	38	40	39	40	42	38	44					
		Reside	1,303	1,295	1,338	1,367	1,411	1,430	1,450	1,493	101.3%	104.5%	105.9%	107.4%	110.6%
		Attend	1,354	1,333	1,378	1,406	1,451	1,472	1,488	1,537	104.1%	107.5%	109.0%	110.2%	113.9%
Douglas Middle 6th to 8th	600	Out of District	24	24	19	24	22	24	21	18					
		Reside	635	644	604	620	611	659	671	700	103.3%	101.8%	109.8%	111.8%	116.7%
		Attend	659	668	623	644	633	683	692	718	107.3%	105.5%	113.8%	115.3%	119.7%
Douglas High 9th to 12th	1,050	Out of District	35	30	32	26	26	28	32	29					
		Reside	756	717	724	729	727	728	752	754	69.4%	69.2%	69.3%	71.6%	71.8%
		Attend	791	747	756	755	753	756	784	783	71.9%	71.7%	72.0%	74.7%	74.6%
DISTRICT TOTALS K to 12th	3,000	Out of District	110	92	91	97	88	94	91	91					
		Reside	2,694	2,656	2,666	2,716	2,749	2,817	2,873	2,947	90.5%	91.6%	93.9%	95.8%	98.2%
		Attend	2,804	2,748	2,757	2,813	2,837	2,911	2,964	3,038	93.8%	94.6%	97.0%	98.8%	101.3%
Elementary Change			48	-8	43	29	44	19	20	43					
Middle School Change			-2	9	-40	16	-9	48	12	29					
High School Change			21	-39	7	5	-2	1	24	2					
District Change			67	-38	10	50	33	68	56	74					
Elementary % Change			3.8%	-0.6%	3.3%	2.2%	3.2%	1.3%	1.4%	3.0%					
Middle School % Change			-0.3%	1.4%	-6.2%	2.6%	-1.5%	7.9%	1.8%	4.3%					
High School % Change			2.9%	-5.2%	1.0%	0.7%	-0.3%	0.1%	3.3%	0.3%					
District % Change			2.6%	-1.4%	0.4%	1.9%	1.2%	2.5%	2.0%	2.6%					

Source: RSP & Associates, LLC - January 2024

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

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility

Note 3: Transfers between Facilities are shown with Attend Projections

Note 4: The Enrollment Model assumes ES(K-5) MS(6-8) and HS (9-12)

Note 5: Each planning area is assigned the 2023/24 boundary

Note 6: School capacity provided by the District

Note 7: Reside is based on the student home address

Note 8: Attend is based on which facility the student attends

Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

School Utilization Legend

- Over 100% Educational Capacity
- Under 70% Educational Capacity

Observations

- District enrollment forecasted to increase to over 3,000 students
- Elementary schools expected to **surpass capacity moving forward**
- Middle School enrollment expected to **surpass capacity moving forward**
- High school enrollment is expected to stay under capacity moving forward

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

Capacity Outlook 5-Years

Douglas School District Capacity By Level

Douglas School District Capacity By Level															Enrollment Totals				
Market Forecast	Period	Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	ES	MS	HS	District
	Past 5 Years	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
		2022/23	217	230	232	211	245	198	221	222	225	238	211	160	138	1,333	668	747	2,748
		2023/24	238	224	236	238	205	237	208	206	209	254	187	174	141	1,378	623	756	2,757
	Future 5 Years	2024/25	228	234	228	238	242	197	234	187	199	243	197	148	141	1,367	620	729	2,716
		2025/26	224	235	242	231	243	236	203	221	187	233	191	172	131	1,411	611	727	2,749
		2026/27	233	231	245	245	239	237	243	194	222	218	187	166	157	1,430	659	728	2,817
		2027/28	228	241	242	250	254	235	245	229	197	256	178	165	153	1,450	671	752	2,873
2028/29		250	236	252	247	259	249	243	226	231	228	215	159	152	1,493	700	754	2,947	

Source: RSP & Associates, LLC 2023/24 Student Forecast Model

Douglas School District Capacity By Level

		Capacity				Capacity percentage				
Market Forecast	Period	Year	ES	MS	HS	District	ES	MS	HS	District
	Past 5 Years	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%
		2022/23	1,350	600	1,050	3,000	98.7%	111.3%	71.1%	91.6%
		2023/24	1,350	600	1,050	3,000	102.1%	103.8%	72.0%	91.9%
	Future 5 Years	2024/25	1,350	600	1,050	3,000	101.3%	103.3%	69.4%	90.5%
		2025/26	1,350	600	1,050	3,000	104.5%	101.8%	69.2%	91.6%
		2026/27	1,350	600	1,050	3,000	105.9%	109.8%	69.3%	93.9%
		2027/28	1,350	600	1,050	3,000	107.4%	111.8%	71.6%	95.8%
2028/29		1,350	600	1,050	3,000	110.6%	116.7%	71.8%	98.2%	

Source: RSP & Associates, LLC 2023/24 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
 - New economic or residential development
 - Live birth rates increase
 - Out of District students increase
 - Updated capacity for each grade level

Projection Observations and Conclusion



Projection Overview

- **District:** Forecasted to increase by 281 students in the next 5 years
- **Elementary Schools:** Forecasted to increase by 159 students in the next 5 years
- **Middle School:** Forecasted to increase by 95 students in the next 5 years
- **High School:** Forecasted to increase by 27 students in the next 5 years

Capacity challenges are expected at:

- Douglas elementary schools (104 to 114% utilization)
- Douglas Middle School (107 to 120% utilization)

Driving Themes of Enrollment Trends:

2023/24 Student Population

Indicators:

- *Larger kindergarten classes than senior classes – indicator of student growth*
- *Decreased out of district students and negative net-migration of students – indicator of student loss*

Development Activity and Regional Growth

Indicators:

- *2023/24 building activity increased with over 300 new units added to the district – indicator of student growth*
- *Over 7,500 units are identified for potential development in the district – indicator of student growth*
- *Ellsworth AFB potential growth needs to be continually monitored as limited information has been released*



PART 4 NEXT STEPS

- Moving Forward
- Next Steps & Key Considerations



Conclusion



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.

Student Growth Indicators – CONTINUE TO MONITOR

❑ 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 less units are built per year, the student increase is limited
- ⊕ If more units are built per year, the student increase may be more

❑ 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

❑ 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

Key Considerations

The following items will assist the district to advance its educational goals:

- Annually review enrollment projections, demographics, and development trends
- District administration and the Board of Education further study the enrollment, demographic, and development information presented
- Utilize the enrollment model to assist with planning for staffing needs at each facility for the following school year which will address how quickly areas are “Regreening” and “Emerging”
- The type of residential development and how affordable it is will determine likely location and number of students
- Annually monitor the impact of future educational programming that will be integrated into each facility to ensure equitable and appropriate space is utilized in the building which will experience enrollment change
- Recent economic indicators have been in-flux (interest rates, housing prices, supply chain). Continued economic changes will impact the likelihood of new people moving into the district and increasing enrollment.
- RSP Enrollment forecasting is based on the best-known information at the time
- RSP recommends revisiting the key indicators of this analysis every 6-12 months to analyze enrollment trends and better forecast impact on enrollment

Key Considerations:

1. Number of live births in Meade and Pennington Counties (continue to monitor)... *see page 11-12*
2. Size of outgoing senior class (larger) compared to the incoming Kindergarten and PK classes (smaller)... *see page 13*
3. Migration trends (In-Migration tends to be less than Out-Migration)... *see page 15*
4. Development trends and timing of identified projects (7,500+ unit production potential)... *see pages 28-30*

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.



APPENDIX

- Community Demographics
- Intra-transfer Tables
- Student Density Maps



Demographics Summary



Percent Change of Annual Rate

2000 to 2010: 0.73%
2010 to 2020: 2.98%
2020 to 2023: 2.55%
2023 to 2028: 0.94%



Percent Change of Annual Rate of Housing Inventory

2000 to 2010: 0.41%
2010 to 2020: 2.69%
2020 to 2023: 2.22%
2023 to 2028: 0.66%



Income

Percent Change of Income per Capita

2023: \$28,271
2028: \$32,417
2023 to 2028: 2.77%



Workforce

Unemployment Rate

2.1% as of July 2023

Source: US Census BAO

Note: Includes all persons residing in the school district boundary.

Observations:

- The population has been increasing the past two decades and is forecasted to continue increasing, but at a lower rate
- The housing inventory increased the most from 2010 to 2020
- Income has increased in the district
- The unemployment rate is higher than the State of South Dakota

Demographics

Demographic Overview	Douglas School District	Meade School District	City of Box Elder	City of Rapid City	Meade County	Pennington County	South Dakota
Unemployment Rate	2.1%	1.5%	2.0%	1.5%	2.0%	1.3%	1.7%
Average Household Size	2.87	2.39	2.78	2.26	2.54	2.34	2.43
Median Age	28.4	45.3	28.0	38	37.2	38.7	38.9
Total Population	16,606	20,512	12,860	76,818	31,048	112,789	910,839
Median Household Income	\$63,127	\$62,194	\$60,756	\$60,515	\$63,976	\$64,488	\$67,023
Total Housing Units	5,895	9,360	4,776	34,807	12,855	51,038	407,108
Owner Occupied Housing	3,360	6,781	2,624	20,393	8,916	32,114	250,696
Renter Occupied Housing	2,157	1,686	1,872	11,948	2,927	14,421	110,820
Vacancy Rate	6.4%	9.5%	5.9%	7.1%	7.9%	8.8%	11.2%

Race/Ethnicity	Douglas School District	Meade School District	City of Box Elder	City of Rapid City	Meade County	Pennington County	South Dakota
White	72.3%	88.2%	71.6%	72.1%	83.8%	74.8%	78.9%
Black	3.2%	0.4%	3.1%	1.5%	1.4%	1.3%	2.1%
American Indian/Alaskan	6.2%	2.2%	6.7%	12.3%	2.6%	10.0%	8.2%
Asian	1.6%	0.5%	1.6%	1.6%	1.0%	1.4%	1.6%
Pacific Islander	0.6%	0.1%	0.6%	0.1%	0.3%	0.1%	0.1%
Other Race	0.5%	0.2%	0.5%	0.3%	0.3%	0.4%	0.2%
Two or More Races	8.2%	4.9%	8.4%	6.3%	5.8%	6.4%	4.1%
Hispanic	7.4%	3.5%	7.5%	5.7%	4.8%	5.6%	4.8%

Source: U.S. Census, ESRI BAO

Note: Includes all person residing in the school district boundary.

Notes:

- Demographic attribute information for Douglas School District is similar to City of Rapid City
- The Median Age is 27.0% lower in Douglas School District when compared to the state of South Dakota
- The Unemployment Rate is highest in Douglas School District when comparing all neighboring geographies.
- The Average Household Size is highest in Douglas School District when compared to all neighboring geographies.

Employment Information

Employment Sectors	Douglas School District	Meade School District	City of Box Elder	City of Rapid City	Meade County	Pennington County	South Dakota
2023 Agriculture/Mining (SIC01-14)	1.3%	2.3%	0.5%	1.0%	2.6%	1.3%	2.0%
2023 Construction (SIC15-17)	6.7%	5.0%	5.4%	5.8%	6.7%	6.0%	4.6%
2023 Manufacturing (SIC20-39)	3.1%	2.5%	3.1%	4.8%	1.9%	4.6%	8.6%
2023 Transportation (SIC40-47)	4.9%	1.4%	2.3%	1.7%	1.6%	2.2%	2.6%
2023 Communication (SIC48)	0.1%	0.2%	0.0%	1.9%	0.2%	1.8%	1.6%
2023 Utility (SIC49)	0.2%	0.2%	0.0%	1.0%	0.3%	0.9%	0.8%
2023 Wholesale Trade (SIC50-51)	4.6%	2.8%	3.5%	3.4%	3.5%	3.3%	4.1%
2023 Home Improvement (SIC52)	0.6%	1.0%	0.6%	2.0%	0.9%	1.8%	1.7%
2023 General Merchandise (SIC53)	0.3%	0.3%	0.4%	2.0%	0.5%	1.8%	1.5%
2023 Food Stores (SIC54)	1.2%	2.1%	1.4%	2.0%	2.3%	1.9%	2.8%
2023 Auto Dealer/Gas Station (SIC55)	1.7%	4.2%	2.2%	2.5%	3.6%	2.7%	2.6%
2023 Apparel/Accessory (SIC56)	0.1%	0.2%	0.3%	0.8%	0.1%	0.7%	0.5%
2023 Furniture/Home Furnishings (SIC57)	0.3%	0.3%	0.1%	1.5%	0.4%	1.3%	0.9%
2023 Eating & Drinking (SIC58)	6.2%	13.0%	4.3%	8.2%	11.2%	8.3%	6.8%
2023 Miscellaneous Retail (SIC59)	0.8%	1.2%	1.2%	4.5%	1.2%	4.3%	2.5%
2023 Banks (SIC60-61)	1.4%	1.2%	1.7%	1.6%	1.4%	1.5%	2.2%
2023 Securities Broker (SIC62)	0.0%	0.2%	0.0%	0.5%	0.2%	0.4%	0.4%
2023 Insurance (SIC63-64)	0.2%	0.8%	0.3%	1.5%	0.7%	1.3%	1.4%
2023 Real Estate/Holding (SIC65-67)	1.6%	1.5%	2.2%	2.1%	1.5%	2.0%	2.0%
2023 Hotel/Lodging (SIC70)	2.1%	10.6%	4.9%	2.4%	8.7%	3.8%	2.3%
2023 Auto Services (SIC75)	4.0%	0.8%	1.6%	1.2%	0.7%	1.2%	1.1%
2023 Movie/Amusement (SIC78-79)	2.4%	1.0%	1.2%	2.3%	1.1%	2.9%	2.5%
2023 Health Services (SIC80)	0.3%	22.1%	0.7%	13.4%	18.7%	12.1%	12.0%
2023 Legal Services (SIC81)	0.7%	0.7%	1.1%	0.8%	0.5%	0.8%	0.7%
2023 Education/Library (SIC82)	18.2%	6.4%	20.9%	4.8%	7.2%	5.3%	8.8%
2023 Other Service (SIC72-89SEL)	13.6%	8.8%	16.6%	20.6%	9.6%	19.8%	14.0%
2023 Government (SIC91-97)	22.3%	8.8%	22.7%	4.9%	12.4%	4.9%	8.4%
2023 Unclassified Establishments (SIC99)	0.9%	0.4%	1.1%	0.9%	0.4%	0.9%	0.6%

Source: U.S. Census and Esri BAO

Note: Includes all person residing in the school district boundary.

Notes: Highest percentage of are in Government (22.3%). When compared to all neighboring geographies, Douglas School District has a greater percentage of working in Transportation (4.9%) and a lower percentage working in Hotel/Lodging (2.1%)

Planning Areas – Aerial Map

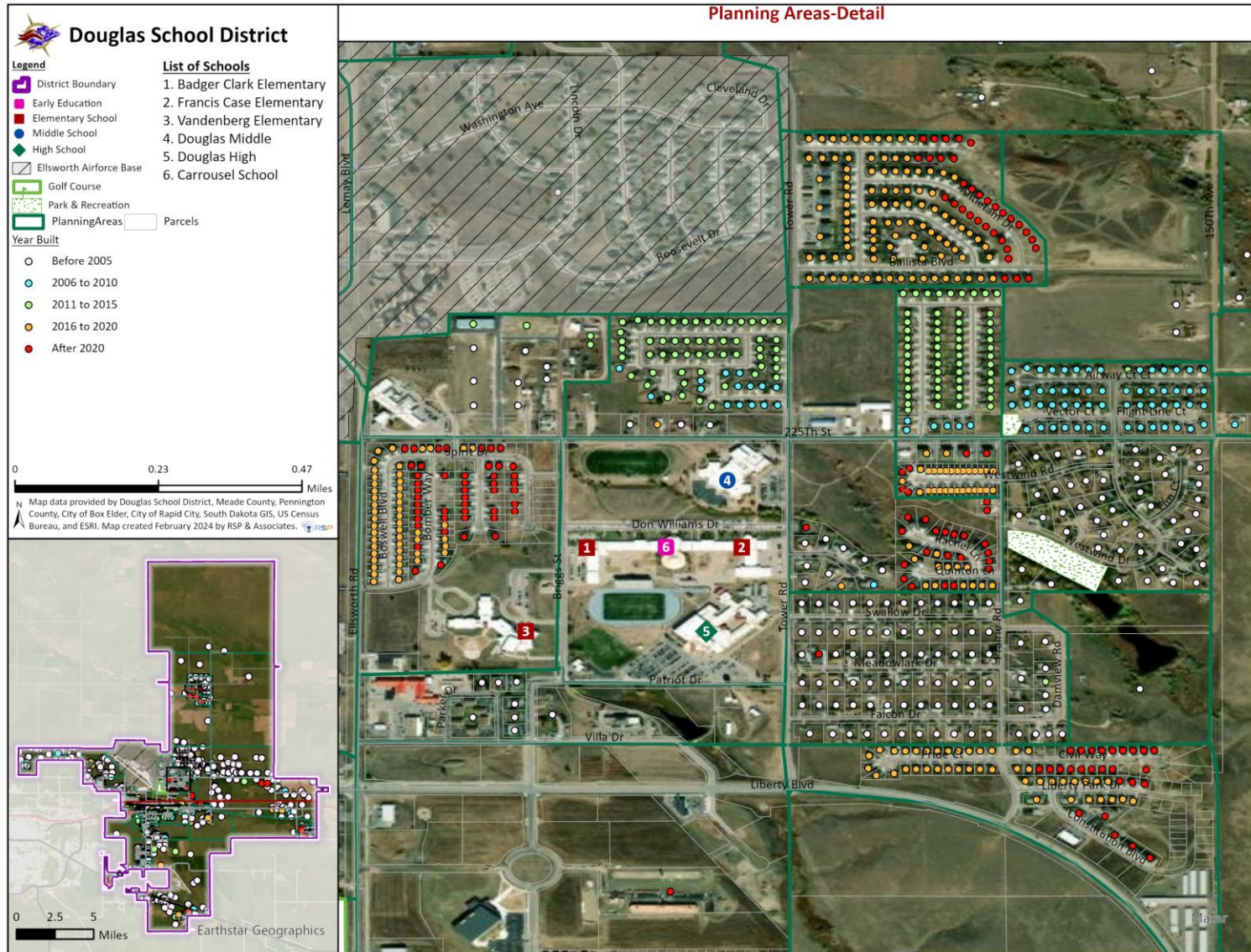
Map Details

Planning Areas:
Green Line

Planning Areas are created from:

- Land Use
- Residential Density
- Natural Features
- Manmade Feature
- Attendance Areas

Notes: Statistically analyzing data with this number of geographic based polygons will provide a deeper context to how change is happening resulting in a reliable tool to make credible planning decisions. Each planning area had a different outlook based on indicators such as value of housing, square footage of housing unit, when the housing product was constructed, as well as access to amenities such as shopping, parks, trails, and roads.



Elementary Student Count Change Map

Map Details

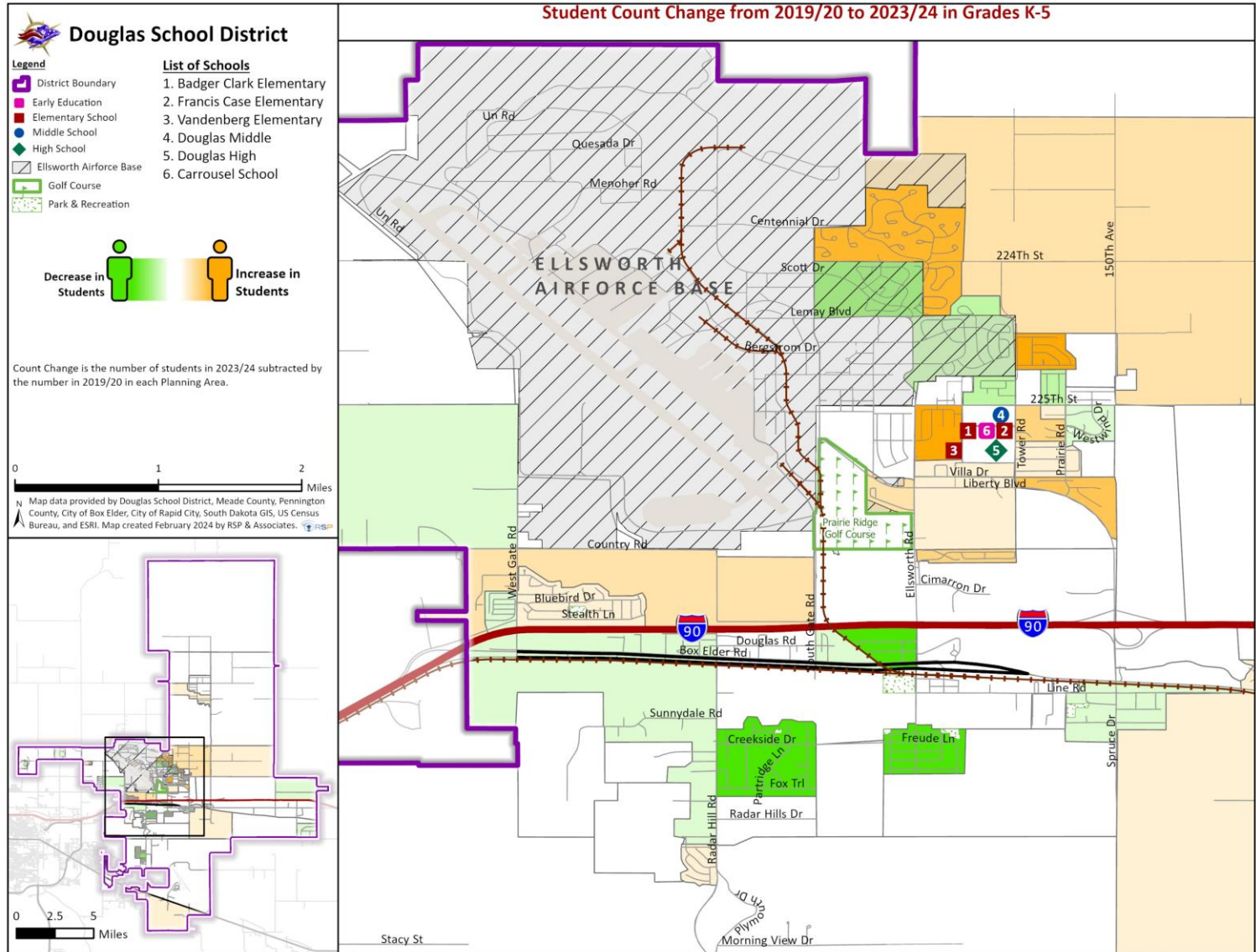
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease



Middle School Student Count Change Map

Map Details

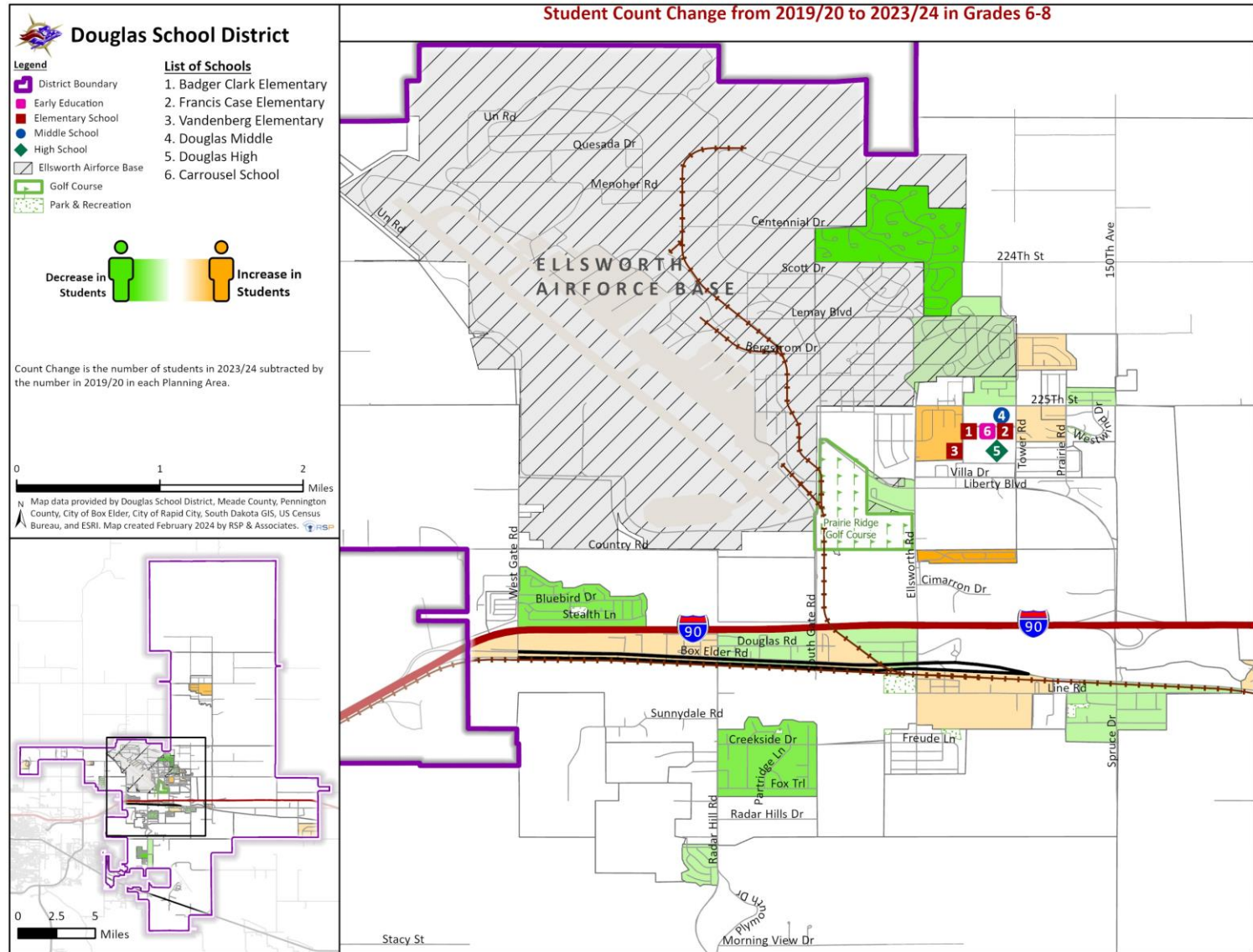
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease



High School Student Count Change Map

Map Details

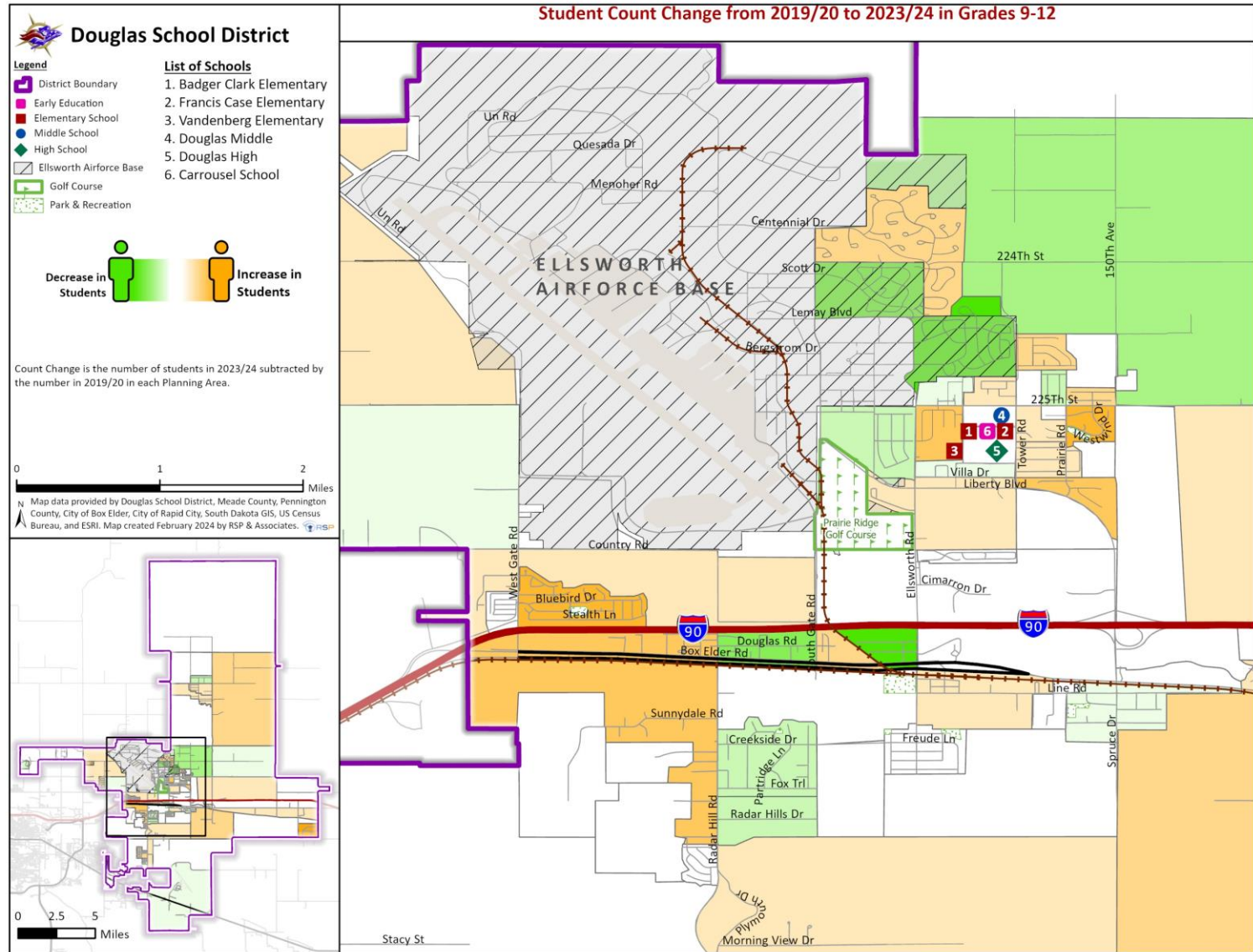
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease



Heat Density Difference Map

Map Details

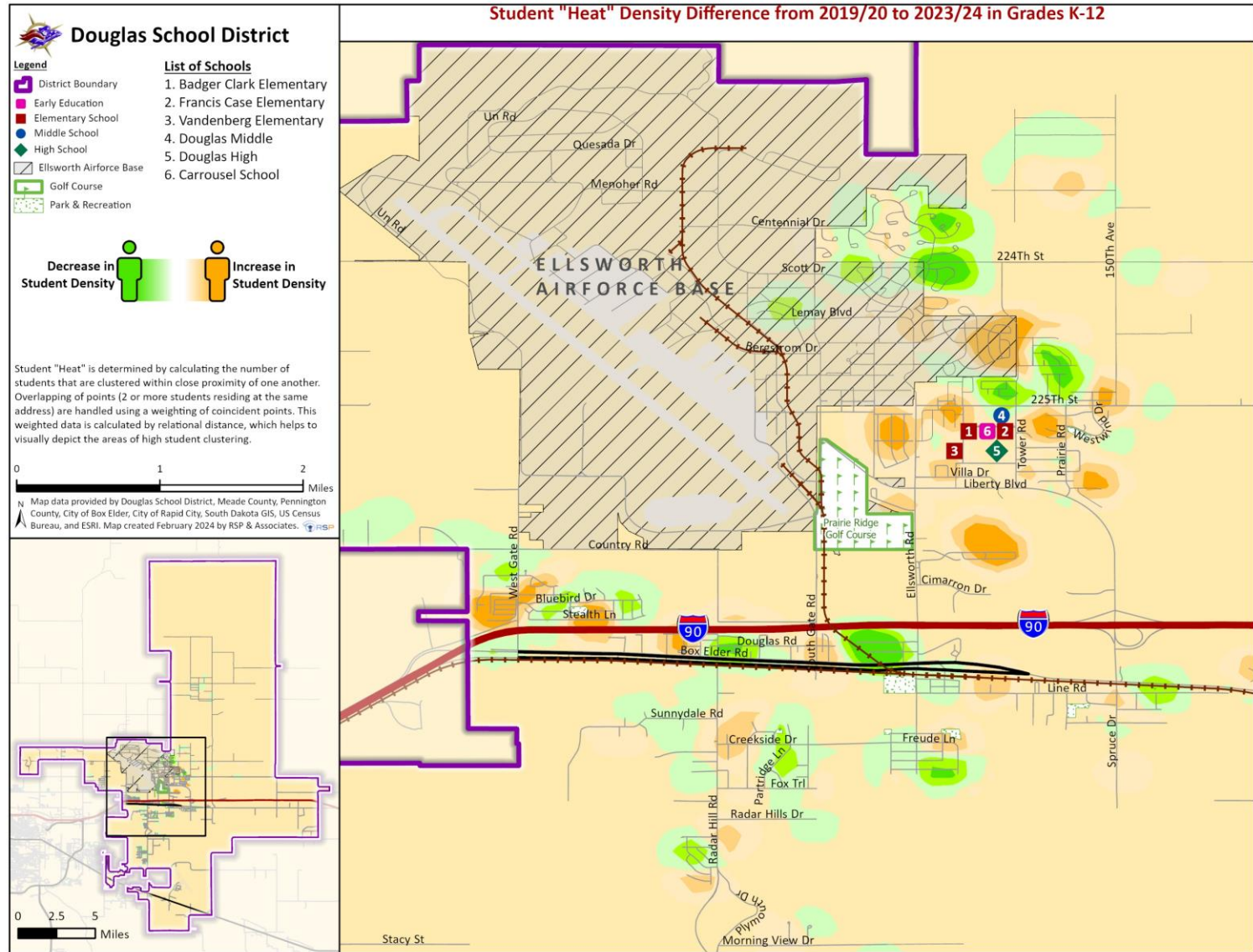
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease

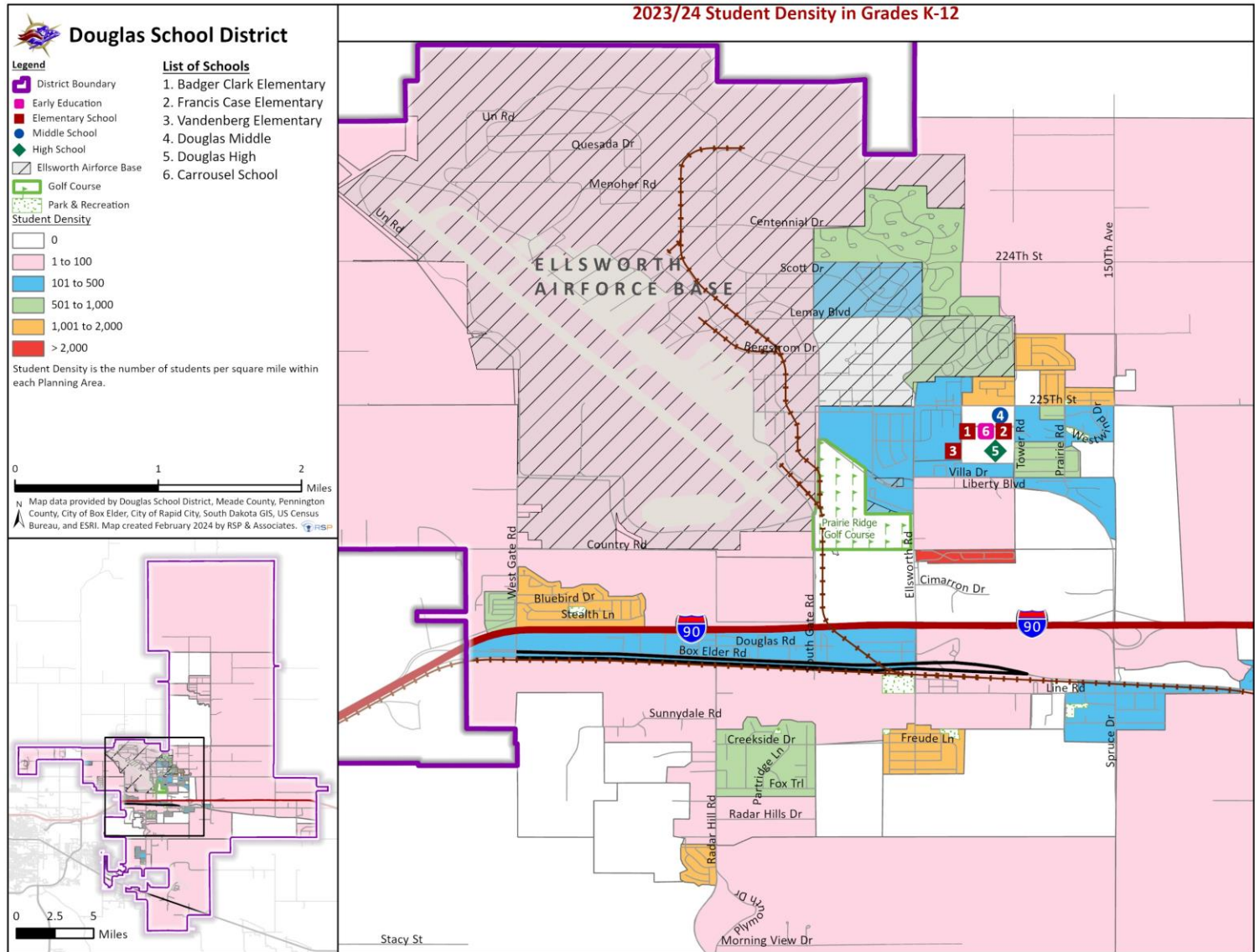


2023/24 Student Density Map

Map Details

Red: areas of greatest student density

Pink: areas of lowest student density

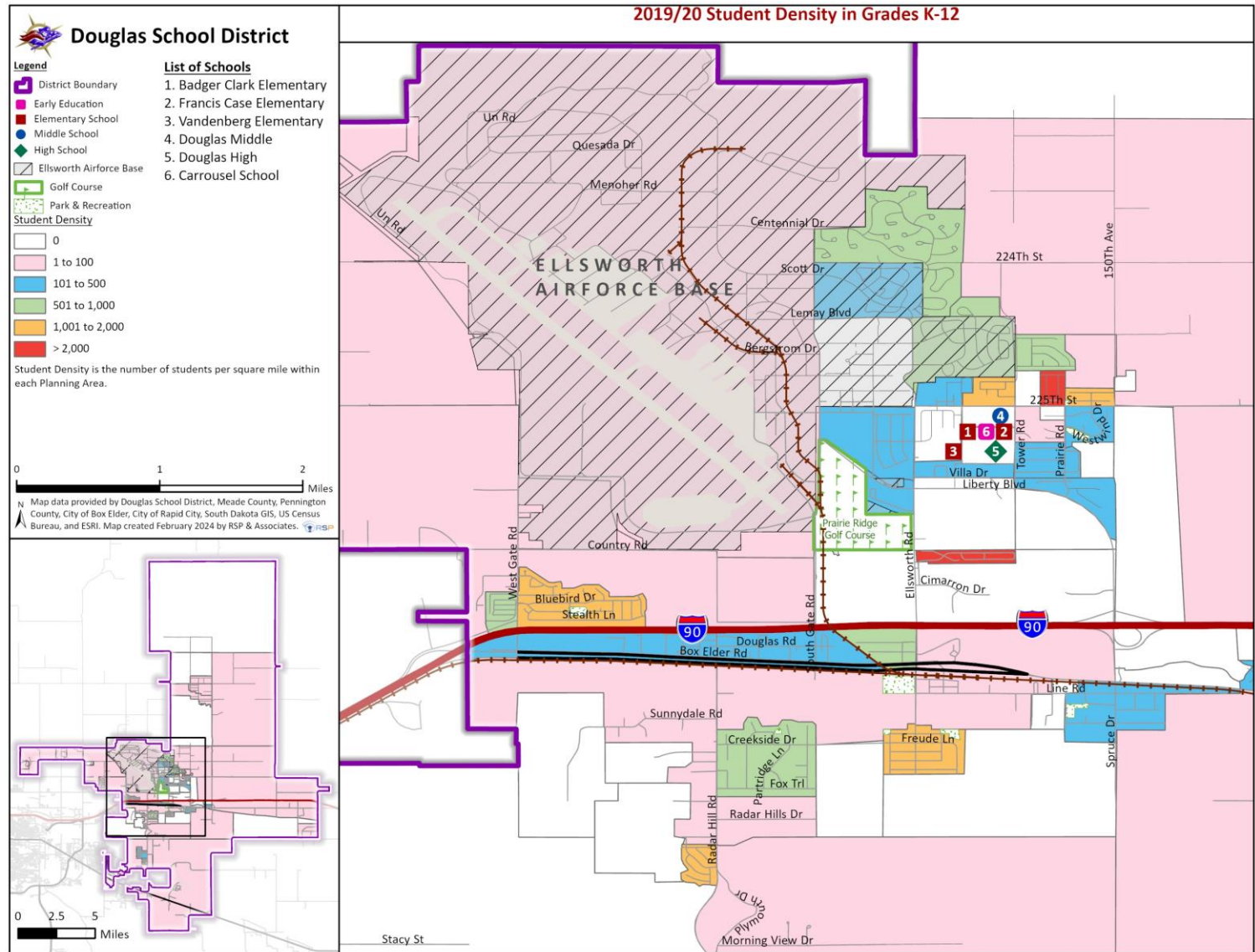


2019/20 Student Density Map

Map Details

Red: areas of greatest student density

Pink: areas of lowest student density



Student Density Change Map

Map Details

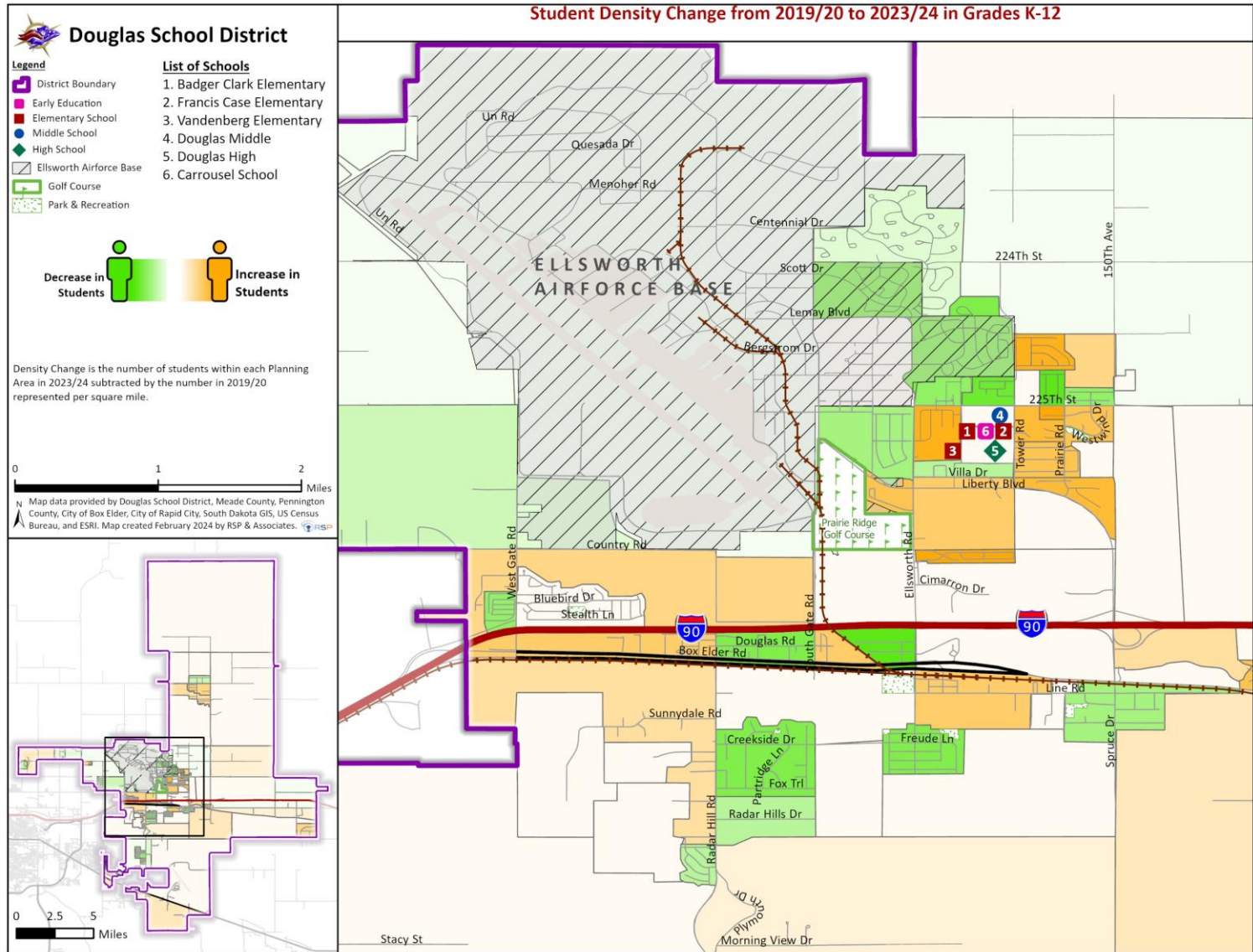
Depicts student movement at each Planning Area

Orange: student increase

Green: student decrease

White: no net change of students

Notes: New developments have a greater propensity to have more students in future years. Current colors do not indicate area will continue to increase or decrease. Each of these planning areas are fluid with respect to change – the visual shown is a snapshot: Areas shown as increasing will not always increase just like areas shown as decreasing will not always decrease

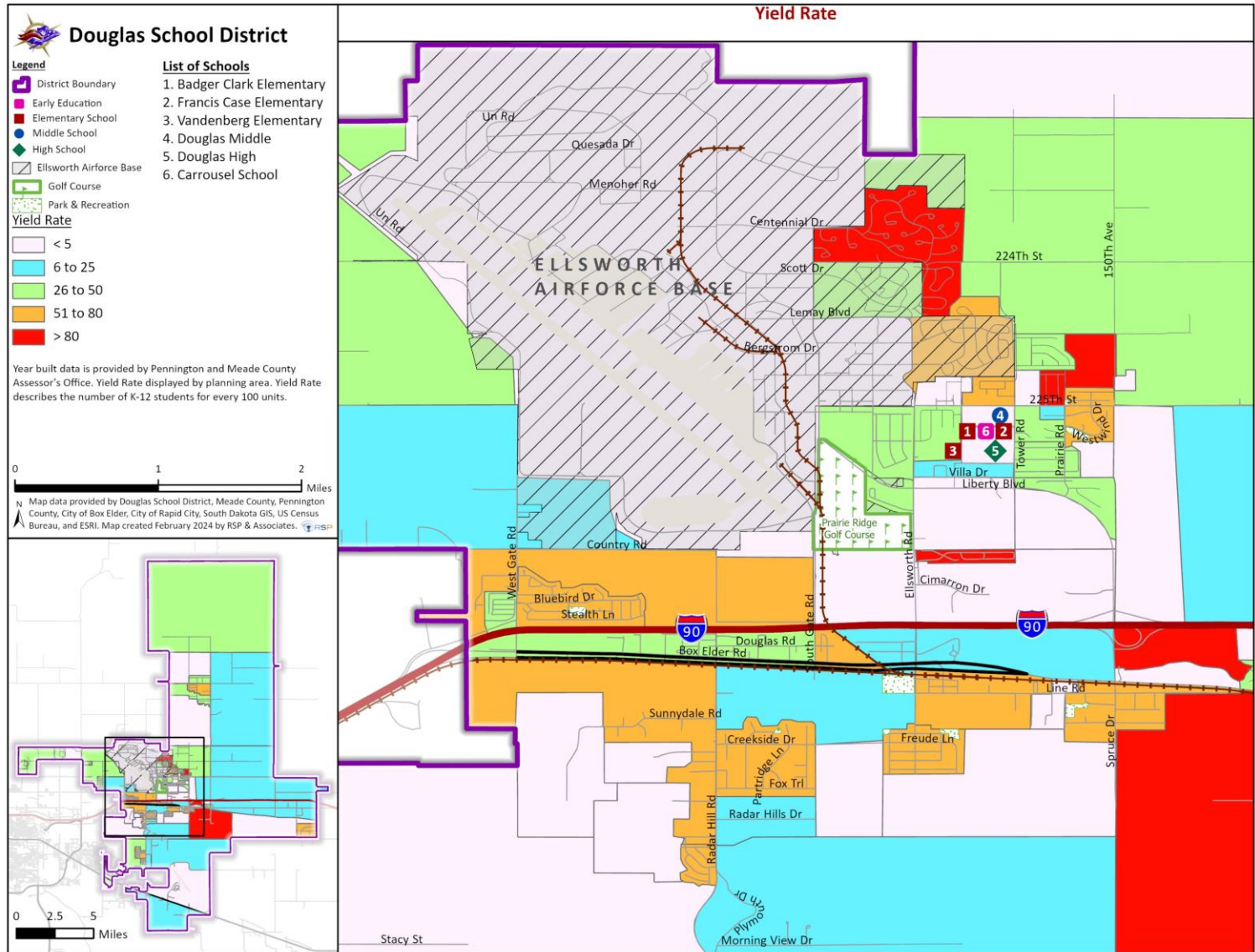


Student Yield Rate Analysis Map

Map Details

Red: areas of greatest student yield rate

Blue: areas of lowest student yield rate



Central Growth Areas – Detailed Map

Map Details

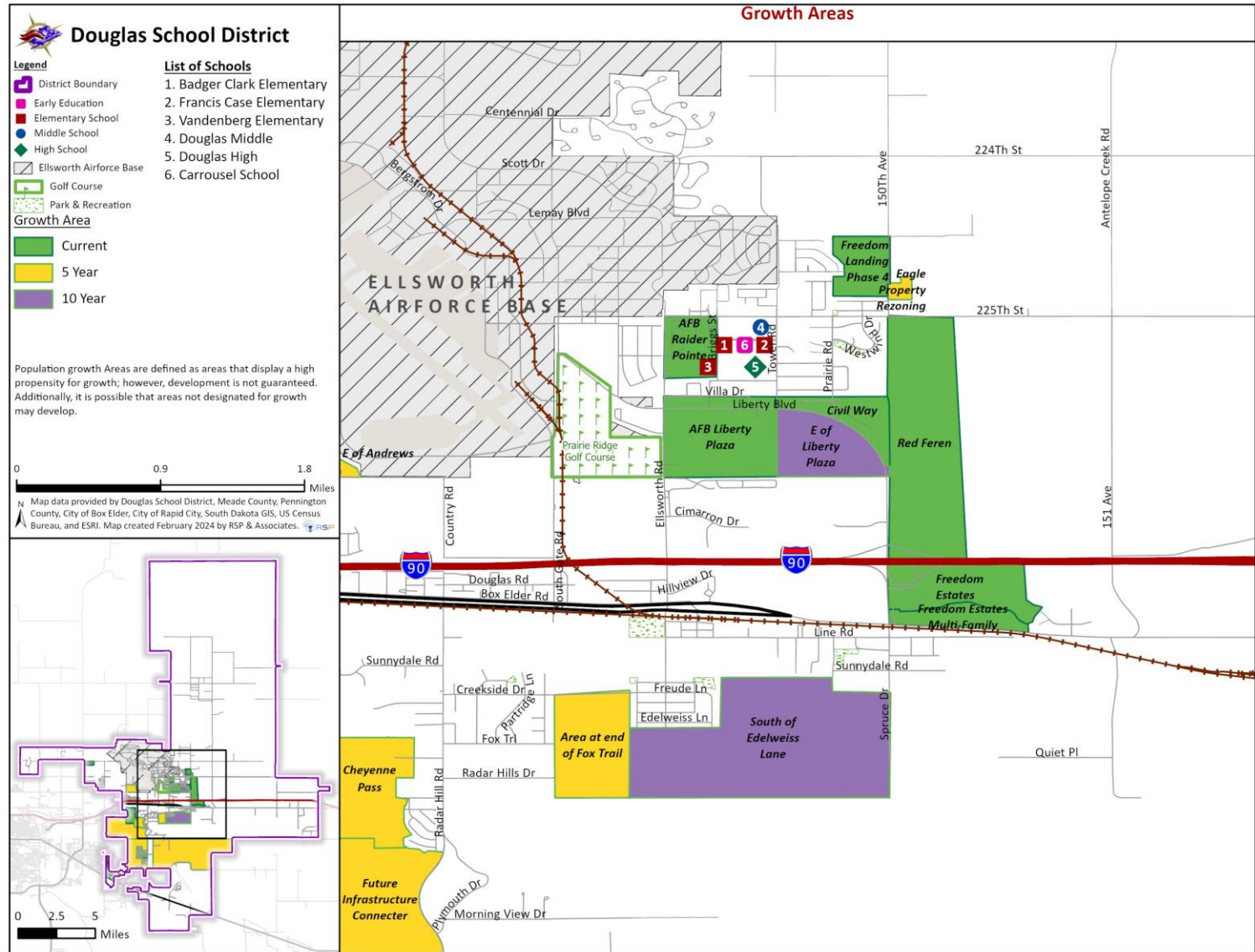
Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input

- **Green:** current development
- **Yellow:** potential 5-year developments
- **Purple:** potential 10-year development

Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements.

There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.



Northwest Growth Areas – Detailed Map

Map Details

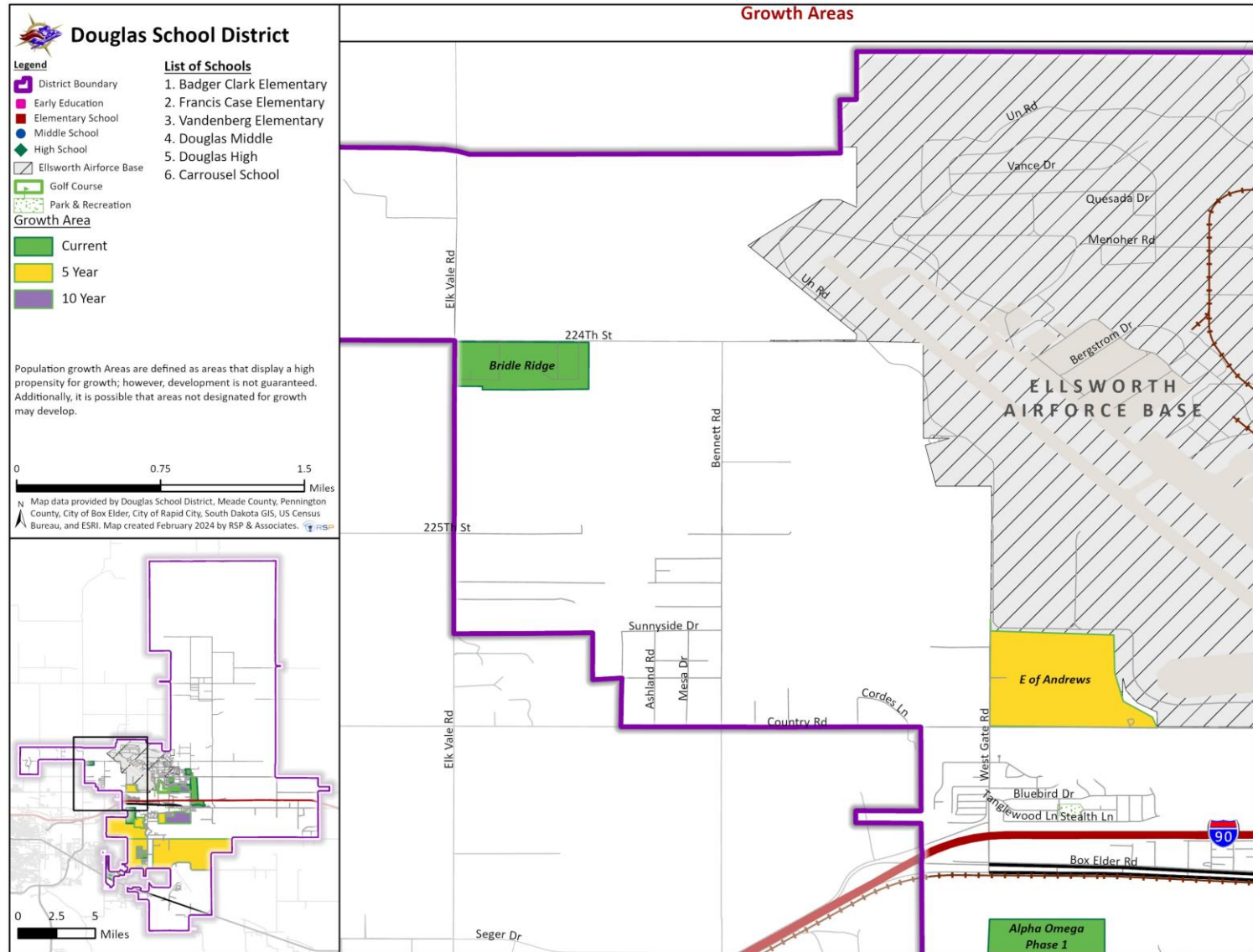
Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input

- **Green:** current development
- **Yellow:** potential 5-year developments
- **Purple:** potential 10-year development

Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements.

There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.



Southwest Growth Areas – Detailed Map

Map Details

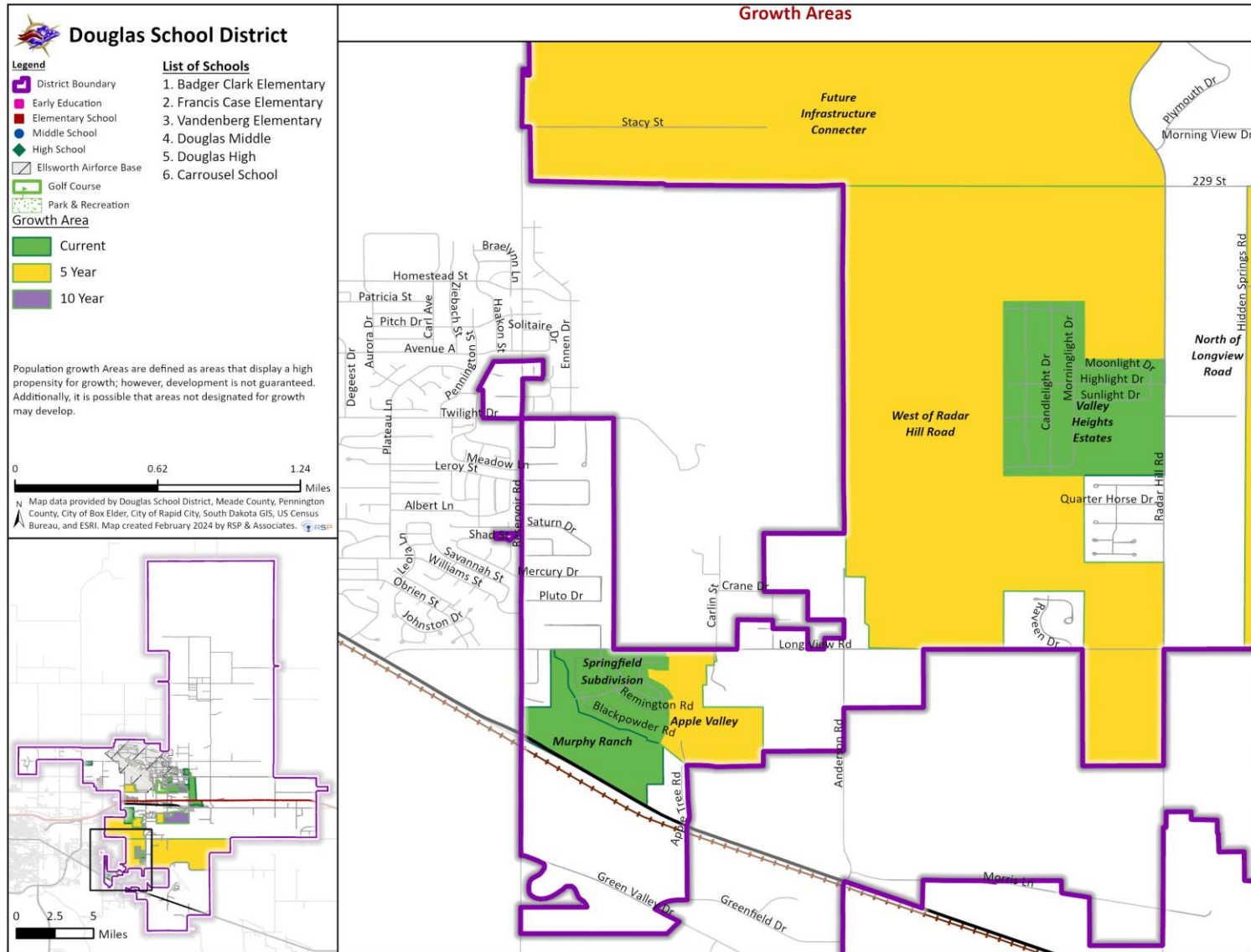
Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input

- **Green:** current development
- **Yellow:** potential 5-year developments
- **Purple:** potential 10-year development

Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements.

There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.



West Growth Areas – Detailed Map

Map Details

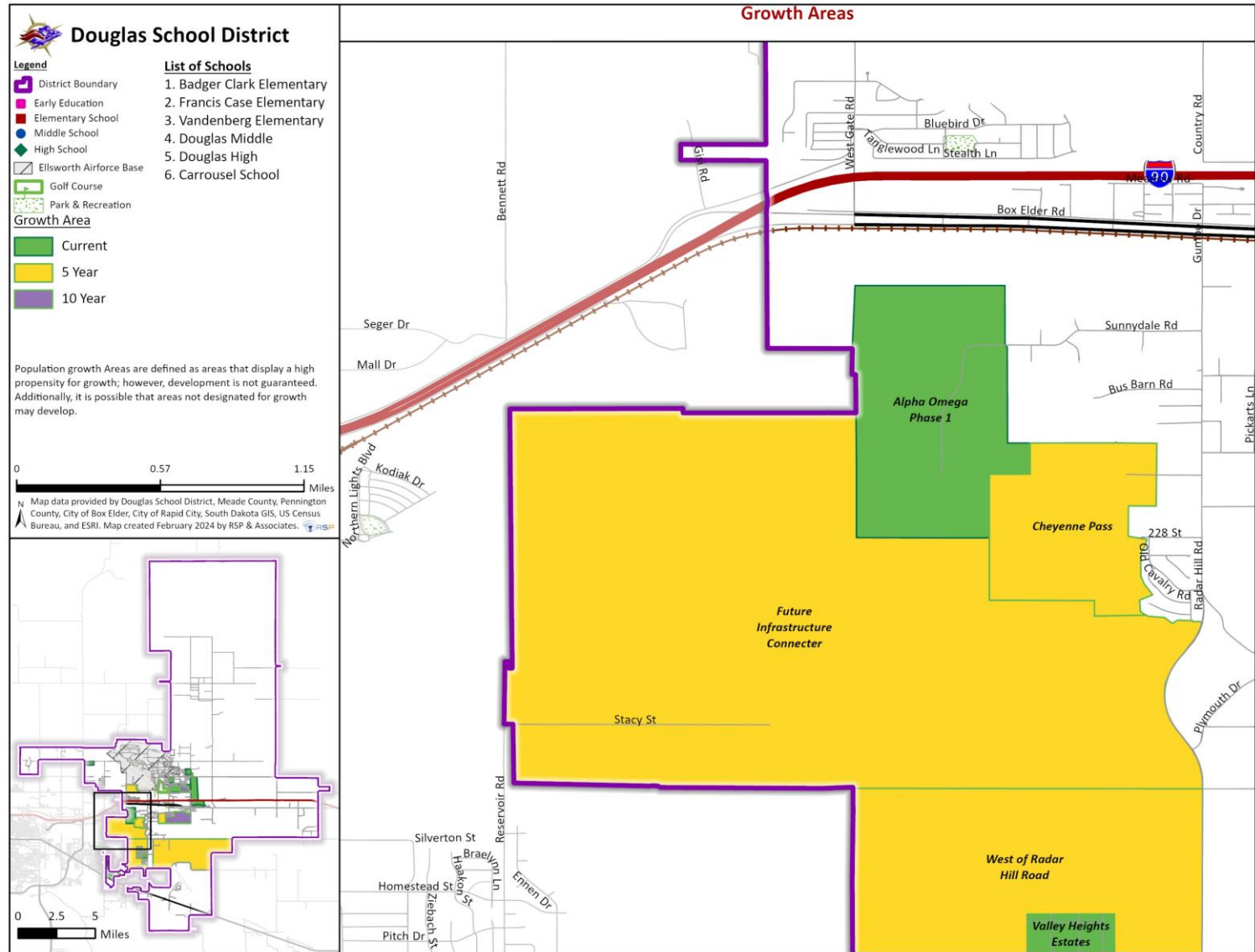
Growth areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input

- **Green:** current development
- **Yellow:** potential 5-year developments
- **Purple:** potential 10-year development

Notes: The market demand and property owners desire to build guides the timing and type of development.

Some growth areas may require infrastructure improvements.

There is no guarantee any of these growth areas will develop or that other areas not shown as a growth area will develop.



Definitions

- Cohort: a group of individuals having a statistical factor (such as grade level) in common in a demographic study
- Out-migration: shows number of students in grade Kindergarten to 11th that are attending the district in the previous year, but were not attending the district in the current year
- In-migration: shows number of students in grade 1st to 12th that are attending the district in the current year, but were not attending the district in the previous year
- Yield-rate: ratio of students that attend each school to the number of housing units in that school's attendance area
- Single-family: a house that is may be fully detached or semi-detached occupied by one household or family
- Multi-family: a classification of housing where multiple separate housing units for residential inhabitants are contained within one building or several buildings within one complex
- Town Homes: Side by side housing units that do not meet the definition of single-family houses
- Mobile Home Park: movable dwelling, 8 feet or more wide and 40 feet or more long, designed to be towed on its own chassis, with transportation gear integral to the unit when it leaves the factory, and without need of a permanent foundation.
- Vacant Land: means any undeveloped land/ erf within a proclaimed township or a land development area and will continue to be rated as vacant until such time as a certificate of occupancy
- Mixed-use development: development that blends two or more residential, commercial, cultural, institutional, and/or industrial uses
- Median Year Built: equal to the middle point of all reported years when each dwelling unit was built based on information from the local assessor's office
- Median Home Value: equal to the middle point of all reported home values from the assessor's office in the district

State Calculator for Average Teacher Compensation SB127

	Douglas Base	3%	Douglas Average Compensation															
FY16	\$31,350		\$61,578															
FY17	\$35,825	14.27%	\$67,320	9.32%														
FY18	\$38,825	8.37%	\$68,222	1.34%														
FY19	\$40,000	3.03%	\$69,033	1.19%														
FY20	\$41,350	3.37%	\$70,419	2.01%														
FY21	\$41,900	1.33%	\$71,115	0.99%														
FY22	\$43,275	3.28%	\$71,876	1.07%														
FY23	\$48,275	11.55%	\$75,436	4.95%														
FY24	\$51,375	6.42%	\$79,265	5.08%	Required Average Compensation	97%	Difference from 97%	Required Raise	+ Benefits (SS/Med & RET)	Cost		State Required Base	Estimated Douglas Base	Difference				
			estimated		FY25	\$82,435.60	4%	\$79,962.53	4%	\$697.53								
					FY26	\$84,908.67	3%	\$82,361.41	3%	\$2,398.88	\$2,115.00	\$2,403.70	\$504,776.48	210 Teachers	\$45,000	\$52,950	\$7,950	
					FY27	\$87,455.93	3%	\$84,832.25	3%	\$2,470.84	\$2,175.00	\$2,471.89	\$519,096.38		\$46,350	\$54,325	\$7,975	
					FY28	\$90,079.61	3%	\$87,377.22	3%	\$2,544.97	\$2,240.00	\$2,545.76	\$534,609.60		\$47,741	\$55,750	\$8,009	
					FY29	\$92,781.99	3%	\$89,998.53	3%	\$2,621.32	\$2,310.00	\$2,625.32	\$551,316.15		\$49,173	\$57,250	\$8,077	
					FY30	\$95,565.45	3%	\$92,698.49	3%	\$2,699.96	\$2,380.00	\$2,704.87	\$568,022.70		\$50,648	\$58,825	\$8,177	
					FY31	\$98,432.42	3%	\$95,479.44	3%	\$2,780.95	\$2,450.00	\$2,784.43	\$584,729.25		\$52,167	\$60,475	\$8,308	
					FY32	\$101,385.39	3%	\$98,343.83	3%	\$2,864.38	\$2,525.00	\$2,869.66	\$602,629.13		\$53,732	\$62,175	\$8,443	
					FY33	\$104,426.95	3%	\$101,294.14	3%	\$2,950.31	\$2,600.00	\$2,954.90	\$620,529.00		\$55,344	\$63,950	\$8,606	
					FY34	\$107,559.76	3%	\$104,332.97	3%	\$3,038.82	\$2,675.00	\$3,040.14	\$638,428.88		\$57,005	\$65,800	\$8,795	
					FY35	\$110,786.55	3%	\$107,462.96	3%	\$3,129.99	\$2,755.00	\$3,131.06	\$657,522.08		\$58,715	\$67,725	\$9,010	
															\$60,476	\$69,750	\$9,274	

Capital Outlay Proposals 2024-25

FOOD SERVICE

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required / Top Priority		Rationale
						Needed / Yearly Allocation	If Extra Funds / Future Purchase	
A	Food Service	On Demand Water Heaters for BC&FC	\$67,650.00	BC/FC/B&G	1	2	unknown	Water temperature not hot enough to adequately wash dishes and remove residue from cooking. Mr. Wallman stated he was going to put on capital outlay as some falls under FS and some under BG.
A	Food Service	FC Double Ovens	\$12,900.00	FC	1	1	1988	Cooks unevenly even though it has been repaired, support that holds oven racks has broken and been welded. A new oven will produce better quality, evenly cooked consistency for our students. \$9,987.08 will be covered with a grant
A	Food Service	BC/FC Warmer Replacements	\$11,900.00	BC/FC	2	2	1985	Working on replacement cycle for warmers in the district to maintain consistency, ease of repair and ordering parts.
		TOTAL	\$92,450.00					

Capital Outlay Proposals 2024-25

TRANSPORTATION

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Year Acquired Age of Current Item	Required / Top Priority Needed / Yearly Allocation If Extra Funds / Future Purchase	Please provide a brief description of why the purchase is needed, how it will be implemented and/or implications of it not being funded this year.
A	Trans	77 Passenger Bus (Bus #9)	\$125,050.00	Trans	1	2009		
TOTAL			\$125,050.00					

Capital Outlay Proposals 2024-25

TECHNOLOGY

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required / Top Priority	Rationale
						Needed / Yearly Allocation	
Please provide a brief description of why the purchase is needed, how it will be implemented and/or implications of it not being funded this year.							
A	Tech	Switch (48 port) & Switch Rack	\$3,900.00	HS	1	2018	Addreses growth/need for additional network ports/connections in HS and for eSports at DMS - E-rate = 60% discount
A	Tech	Switch license refresh (3yr)	\$27,625.00	DSD	1	NA	DSD-wide hardware (switches & AP's) license co-termination extension for 3 years (current licenses co-terminate 7/17/2024) E-rate = 60% discount
A	Tech	Switch UPS	\$13,000.00	TD	1	2015/2016	Switch UPS + battery packs; this is year 2 of 3-4 year refresh 10+ units beyond EOL with latest lithium ion technology and 10yr warranty. E-rate = 60% discount
A	Tech	Wi-Fi Access Points (WAP)	\$39,600.00	TD	1	NA (2018)	Completes phase 2 of 3 year refresh for WAP (228 MR42 units) due to WAP EOL (must complete 2025. Phase 1 - 83 units replaced 2023-2024; Phase 3 will replace remainder 2025; E-rate = 60% discount
A	Tech	WAP License refresh (3yr)	\$49,500.00	TD	1	NA (2018)	Completes phase 2 of 3 year refresh for WAP (228 MR42 units) due to WAP EOL (must complete 2025. Phase 1 - 83 units replaced 2023-2024; Phase 3 will replace remainder 2025; E-rate = 60% discount
A	Tech	Professional Install of all E-Rate Items	\$5,000.00	TD	1	NA	Installation
A	Tech	Chargers for Student laptops	\$1,800.00	HS; MS	1	2023	(60ct) Fortis charger replacements for those lost, damaged, stolen 23-24 SY.
A	Tech	Student iPads (classroom assigned) (original 250 amended 200)	\$78,600.00	FC; BC	1	2018	(250ct) Addresses large EoL bubble (~780ct) over course of FY24/25/26. Notes: iPad 10.9" (10th gen), 2yr AppleCare, Impact shield.
A	Tech	Student iPads (lab) (original 28 amended 5)	\$1,975.00	HS (23); MS (05)	1	DHS - 2018 DMS - 2016 & 2018	HS Art (23). Pends final needs assessment determination by principal. Current iPads retired. MS/HS eSports (05). Will refresh current iPads past EoL and on loan from TD as a pending supported program
A	Tech	Student laptops (1:1 & Classroom assigned) (not lab) (250)	\$120,750.00	DMS; HS	1	2018	(250 ct) Begins to address Stream inventory at EoL.3 refresh plan: Year 1 (FY25) (250ct) stands up DMS 6th with Fortis and bumps up HS fm 750 to ~800 devices. Year 2 (500ct new for VES); Year 3 (500ct for BC & FC 3rd grade).
A	Tech	Staff desktops (original 60 amended 23)	\$27,925.00	TD; Tran	1	2014-2018	(60ct) HP 840 G9 AIO Touch Screen. State contract specs. 1TB drive. 3yr warranty. Includes 01 x for Transportation's Fuel System. Calc: 251 (staff+student need (excludes DHS lab EoL, see Student Desktop)) -191 (remaining in service, 2019 or newer) equals 60 gap/need. Other variables: 30ct EoL in 2018 purchase group, remainder are older. Also, staff laptop refresh of 22 would align with 10yr tech plan. Alternatively, staff could go at risk and extend use
A	Tech	Staff laptops (62)	\$59,525.00	TD	1	2019	(62ct) HP 860 G10, 3yr warranty, 16" screen, 8GB memory. State contract. Aligns with staff laptop refresh of 60 + Pre-K staff growth (10yr tech plan). EoL = 0 in FY25, but 160 in FY26 so important to align with regular regimin of tech plan. Have 365 in service; staff/sub need = 361.
A	Tech	Staff Docking station (62)	\$9,250.00	TD	1	NA	(62ct) This is a standard allocation item for all newly purchased staff laptops and must be the same as quantity of staff laptops approved for purchase.
A	Tech	Staff iPads (original 16 amended 8)	\$3,150.00	TD	1	2018	(08ct) - Needed to rectify alignment in purchase SWIVL (2ea. for BC, FC, VES, DMS). (08ct) - MS Hall Monitor. Devices provide dedicated access to Hall Monitor app via Clever for a classroom. Approved by Mr. Case (2/15). DMS to prototype interimly with iPads removed from service.

Capital Outlay Proposals 2024-25

TECHNOLOGY

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required /		Rationale
						Top Priority	Needed / Yearly Allocation	
						1	2	
						3		
A	Tech	Student desktops (lab) (original 60 amended 45)	\$54,650.00	HS	2		2016	(60ct) Replaces student desktops beyond EoL. Needs assessment pending final response from HS. G2 EOL is 2023 - HS Library 41 (40 lab and 1 circ desk), 17 Alt Ed (Wiemann); TD 2. Entering phase II of 2 yr plan to refresh HS lab desktops, Kline/Burns labs refreshed in Phase 1 (FY24) Note: HP 840 G9 AIO Touch Screen. State contract specs. 1TB drive. 3yr warranty.
A	Tech	Switch UPS	\$12,000.00	TD	2		2015/2016	Switch UPS + battery packs; this is year 2 of 3-4 year refresh 10+ units beyond EOL with latest lithium ion technology and 10yr warranty. E-rate = 60% discount
A	Tech	Monitor/display (standard) (20)	\$4,000.00	TD	2		2015/2016	(20ct) Playing catch up with inventory at EoL. We've 181 in service, but 121 will be at/beyond EoL, leaving 60 in good standing. As we've 114 staff actually allocated monitors, our true need/gap is 54. Therefore, proposal is to apply 10yr Tech Plan annual purchase standard of 20ct and go at risk for remainder of gap.
A	Tech	Staff (Admin) tablet	\$1,400.00	TD	2		NA	TD has no spares. Spare provided to new Curriculum Director
A	Tech	Document Cameras for Elementary Classrooms (70 @ \$100)	\$7,000.00	VES (20); BC(24);	2		2010-2015	(70ct) Webcam + stand determined inadequate function/quality for ES classrooms. \$300 best estimate as we work to prototype/select.
A	Tech	Laptop Chargers for Device Carts	\$22,500.00	HS (450); MS (300)	2		NA	(750ct) Outfit additional 15 laptop computer carts at HS & 10 carts at MS to: #1 support rapid delivery of fully charged laptops on date of issuance to students; #2 maintain powered computers over summer to keep them current with latest security updates which will create great efficiencies for TD staff during a compressed summer season and ensure readiness for new school year. [When ViewSonic Viewboard 75" with standard base and 4K webcam, 5YR on-site support warranty.
A	Tech	ViewBoard (01)	\$2,900.00	TD	3		2021-2023	01 x spare needed to support the field; we have 0 spares (moved spare to gap/need in FC library).
TOTAL								
					\$546,050.00			

Capital Outlay Proposals 2024-25

BUILDINGS & GROUNDS

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Year Acquired / Age of Current Item	Rationale
A	B&G	Roofing Design/Replace	\$2,400,000.00	HS	1		\$15.00/sq ft replacement
A	B&G	Roofing Replace (no design cost)	\$56,000.00	CO	1		All Roofing Warranties have expired between 1997-2018
A	B&G	Replace Track/Field	\$3,161,000.00	HS	1		This facility is now becoming a safety issue.
A	B&G	Clocks	\$3,500.00	District	1		Continue with replacement schedule, as many as we can for \$3,500/year - use current Douglas logo of the Patriot with no surrounding detail
A	B&G	Replace Van	\$25,000.00	B&G	1		Mechanical issues that are costly
A	B&G	Office Addition	\$15,000.00	Warehouse	1		Needed Office Space, Fire Wall Concern
A	B&G	District Record Storage Vault	\$7,500.00	Warehouse	1		Non Compliant Vault - Safety Issue with District storage in Vault (Fire/Security)
A	B&G	Repair Wall music department	\$3,000.00	HS	1		Looks like it may be a structural issue
A	B&G	Replace Mower	\$35,000.00	B&G	1		Existing equipment failing (worn out)
A	B&G	Replace Front Office Ceiling down SPED hallway (design cost only)	\$7,500.00	FC	1		Possible safety issue - apply to pay for design planning with OLDCC grant
A	B&G	Renovate Front Entrance	\$111,000.00	HS	1		Safety/Security Mr. Case request applied for Homeland Security Grant
		TOTAL	\$5,824,500.00				

Please provide a brief description of why the purchase is needed, how it will be implemented and/or implications of it not being funded this year.

1 Required / Top Priority
 2 Needed / Yearly Allocation
 3 If Extra Funds / Future Purchase

Capital Outlay Proposals 2024-25

CURRICULUM

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required / Top Priority		Rationale
						Needed / Yearly Allocation	If Extra Funds / Future Purchase	
A	SS	1-year renewals McGraw Hill	\$8,800.00	HS	1	7 years	7 years	Expire Aug. 2024, need one year renewal to conduct a proper adoption.
A	Science	1-year renewals McGraw Hill	\$22,575.00	HS	1	7 years	7 years	Expire Aug. 2024, need one year renewal to conduct a proper adoption.
A	ELA 6-8	Reading Plus Intervention program	\$12,000.00	MS	1	Current needs would be a renew charge		We are currently using Reading plus curriculum to support reading intervention
A	Math 6-8	Dreambox Math intervention	\$11,150.00	MS	1	Current needs would be a renew charge		We are currently using for Math intervention
A	Math 6-8 math	Bridges Math Intervention Curriculum	\$10,000.00	MS	1	NEW		Would use within the math lab classes and it is resources for students that are 3-4 grade levels behind
A	SPED	Do the Math RTI intervention bundle ALSO SPED teachers	\$4,500.00	MS	1	NEW		
A	SS	1-year renewals McGraw Hill	\$16,400.00	MS	1	7 years	7 years	Expire Aug. 2024, need one year renewal to conduct a proper adoption.
A	Science	1-year renewals McGraw Hill	\$15,500.00	MS	1	7 years	7 years	Expire Aug. 2024, need one year renewal to conduct a proper adoption.
A	Early Intervention/CA RR/BC/FC	Stages Learning Curriculum	\$33,475.00	CARR	1	new		Moving toward scripted curriculum for addressing developmental and academic needs for student in EI that will move to self-contained setting in Kindergarten
			TOTAL					
			\$134,400.00					

Capital Outlay Proposals 2024-25

LIBRARY

Please provide a brief description of why the purchase is needed, how it will be implemented and/or implications of it not being funded this year.

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required / Top Priority Needed / Yearly Allocation If Extra Funds / Future Purchase	Rationale
<input checked="" type="radio"/>	HS	Replenish Library books and materials	\$6,000.00		2	Yearly Allocation	
<input checked="" type="radio"/>	MS	Replenish Library books and materials	\$6,000.00		2	Yearly Allocation	
<input checked="" type="radio"/>	VES	Replenish Library books and materials	\$5,000.00		2	Yearly Allocation	
<input checked="" type="radio"/>	BC	Replenish Library books and materials	\$5,000.00		2	Yearly Allocation	
<input checked="" type="radio"/>	FC	Replenish Library books and materials	\$5,000.00		2	Yearly Allocation	
TOTAL			\$27,000.00				

Capital Outlay Proposals 2024-25

SPECIAL EDUCATION

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required / Top Priority	Rationale
						Needed / Yearly Allocation	
						If Extra Funds / Future Purchase	
						Year Acquired	
						Age of Current Item	
A	SPED	Add shower to mod	\$3,750.00	Bridge Program	1		teaching/maintaining student hygiene for paid work experiences
A	SPED	Update kitchen	\$12,000.00	Bridge Program	1		not enough space for teaching kitchen safety
A	SPED	New lift for student	\$5,000.00	HS	1	?	replace outdated Hoyer lift for students with limited mobility. DakotaLink was out 1.22 to evaluate current lift and sending quote for replacement lift
A	SPED	Chainlink grass play area	\$22,000.00	Early Intervention/ CARR	1		safety and security for preschool students with disabilities (also required for Preschool Levels of Excellence) - Applied for Homeland Security Grant
A	SPED	Classroom Furniture		Early Intervention/ CARR	1		Classrooms have been hodge-podging furniture since Happy Days closed down and much of the Pre-K furniture was scavenged by elementaries or thrown away; approximately \$25,000 per set - ESSER funds will cover cos
			TOTAL				
			\$42,750.00				

Capital Outlay Proposals 2024-25

DMS ATHLETICS

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Required / Top Priority		Rationale
						Needed / Yearly Allocation	If Extra Funds / Future Purchase	
A	Football	Football Helmet Reconditioning	\$2,800.00	MS	1	1	1-9 years old	Done yearly for safety
A	Knowledge Bowl	Knowledge Bowl Polos	\$1,700.00	MS	1	1	Unknown	It has been 10+ years since anything was bought for this program
A	Cheer	Cheer Uniforms	\$3,500.00	MS	2	7	7	Replacement as per uniform rotation
A	Volleyball	Volleyball uniforms	\$3,700.00	MS	2	7	7	Replacement as per uniform rotation
A	Volleyball	Volleyball Standards	\$10,375.00	MS	2	1991	1991	Nets are deteriorating and can't find nets to fit the standards we currently have.
TOTAL								
					\$22,075.00			

Capital Outlay Proposals 2024-25

DHS ATHLETICS

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Year Acquired / Age of Current Item	Rationale	Required / Top Priority			
								1	2	3	
A	Football	Football Helmets Replacements	\$7,300.00	DHS Activities	1	2014	Annual replacement of outdated helmets that have exceeded the 10-year window of reconditioning				
A	Football	Football Shoulder Pad Replacement	\$3,675.00	DHS Activities	1	2014	Annual replacement of outdated helmets that have exceeded the 10-year window of reconditioning				
A	Cheer	Cheer Matt Replacement	\$13,000.00	DHS Activities	1	2008	Current cheer mats are original mats bought for the year the program started up. Concern is safety due to wear and tear				
A	Weights	1/2 Racks for Weight Room	\$16,000.00	DHS Activities	1	1988	Great safety concerns from wear and tear and out of date equipment				
A	Track/Field	Track Hurdles	\$4,000.00	DHS Activities	1	20+ years old	safety concern due to wear and tear of current hurdles; numerous that are currently broken; needed for practice and meets; would like to start purchasing of hurdles on a rotation (ex. 24 every 5-7 years)				
A	Cross-Country	Cross-Country Uniforms	\$6,500.00	DHS Activities	2	2018	Five-Year Uniform Replacement Cycle				
A	Volleyball	Volleyball Uniforms	\$8,000.00	DHS Activities	2	2018	Five-Year Uniform Replacement Cycle				
A	Football	Football Home Uniforms	\$13,750.00	DHS Activities	2	2018	Five-Year Uniform Replacement Cycle				
A	G Wrestling	Girls Wrestling Uniforms	\$4,000.00	DHS Activities	2		Order to accommodate the growth of our girls wrestling program; original uniforms were ordered in 2023 and were not taken into consideration budgetary wise when boys uniform rotation took place this past year				
A	Volleyball	Volleyball Standard System (Nets & Poles)	\$10,000.00	DHS Activities	2	25+ years old	Current pulley system (poles & nets) have been in use for over 25 years and are made of metal; this system would include updated and new protective padding				
							TOTAL				
								\$86,225.00			

Capital Outlay Proposals 2023-24

Please provide a brief description of why the purchase is needed, how it will be implemented and/or implications of it not being funded this year.

ANNUAL PRINTING REQUESTS

Approve /Deny	Department	Project or Equipment	Amount Proposed	Building / Department	Priority	Year Acquired / Age of Current Item	Rationale
1	BC	Yearly Printing Allocation	\$9,500.00		1	Yearly Allocation	
2	FC	Yearly Printing Allocation	\$13,000.00		1	Yearly Allocation	
3	VES	Yearly Printing Allocation	\$12,750.00		1	Yearly Allocation	
A	DMS	Yearly Printing Allocation	\$12,000.00		1	Yearly Allocation	
A	DHS	Yearly Printing Allocation	\$11,000.00		1	Yearly Allocation	
A	SPED	Yearly Printing Allocation	3,500.00		1	Yearly Allocation	
A	TECH	Yearly Printing Allocation	2,750.00		1	Yearly Allocation	
A	CO	Yearly Printing Allocation	7,000.00		1	Yearly Allocation	
A	B&G	Yearly Printing Allocation	13,000.00		1	Yearly Allocation	
A	TRANS	Yearly Printing Allocation	2,750.00		1	Yearly Allocation	
A	FS	Yearly Printing Allocation	2,750.00		1	Yearly Allocation	
TOTAL			\$90,000.00				

SECTION	I	TITLE	Instruction	FILE	IIBGA
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DISTRICT ASSIGNED COMPUTERS

This policy applies to District owned technology assigned to students. The equipment will be used to fulfill requirements of school programs. To ensure assigned devices are used to their fullest benefit and in an appropriate capacity, the Superintendent, or a designee, has developed an **Acceptable Use Device Use and Insurance Agreement**.

The ~~Device Use and Insurance~~ Agreement will:

1. Express and acknowledge responsibility for the care and use of District property;
2. Inform students and parents of the consequences of any violation of the District Acceptable Use Policy (IIBGB-R) ~~and Device Use Agreement~~ which could include restricted device privileges; and
3. Identify that abuse, damage, negligence, or loss of this equipment will result in an assessment of cost to the student (user); criminal prosecution and/or civil liability may also result.

A non-refundable **technology use insurance** fee must be paid, and ~~the Acceptable Use a Device Use and Insurance Agreement~~ must be filed, prior to device assignment and check out. Students must have a parent or legal guardian sign the **Acceptable Device Use Agreement**. Families experiencing financial hardship may complete a Financial Assistance Waiver (IIBGA-E(2)) which if approved, will waive the non-refundable fee for that school year.

The Superintendent, or designee, is responsible for establishing and maintaining an asset management system to inventory all District technology, maintaining records of signed **Acceptable Device Use Agreements**, managing the Technology Use Fee ~~device insurance~~ account, and delegating responsibilities to the schools for collection of payments ~~of fees made towards insurance or recovery of replacement fees for repairs and/or replacement of damaged and or~~ lost devices.

REFERENCES

Policy Reference:
 IIBGB - Internet Access and Technology Use
 IIBGB-R - Acceptable Use Policy

Adoption History

First Reading	10/13/2015		
Approved	10/26/2015		

First Reading-Revision	8/10/2020		
Approved	8/24/2020		
First Reading - Review	8/22/2022		
Approved - Revision	9/12/2022		

Douglas School District Acceptable Use Agreement

Douglas School District (DSD) will assign a laptop computer to each student grades 6–9–12, and **may assign a device** to each student grades K-2 5–8. To receive the device, the student and accompanying parent/guardian must agree to the following terms and pay the **Technology Use Insurance Fee**.

CONDITIONS

- The device and *all of its components* are the property of DSD and monitored at all times. ~~(DSD-AUP –Sec.3)~~
- The device is to be used by the Douglas School District student *ONLY*
- The device and its applications must be used in accordance with all school and District policies.
- The user shall have no expectation of privacy of information stored on, accessed from, or used in conjunction with the device; DSD reserves the right to inspect devices and files at any time in accordance with DSD School Board’s Search and Seizure policy, GBCBAA
- The user *is* responsible for intentional or negligent actions leading to damage, loss or theft of the device. In such cases, the student may be subject to criminal prosecution and/or civil liability. In addition, the student may be charged a fee for any needed repairs *not* to exceed the replacement cost of the device.
- Accessing and/or searching inappropriate web content is strictly prohibited. ~~(DSD-AUP- Sec. 3, Proper Use of District Network and Computer Systems)~~
- The device may only be connected to trusted non-District Internet access points, ~~(i.e. home, public government (library, airport, airline carrier, national hotel chain), commercial cellular hotspots)~~ when in use off campus.
- All applications and software on the device shall remain installed and not disabled.
- Any software a user wishes to load/add to the device *must* be approved by the **school principal** and the Technology Coordinator.
- Users must comply with trademark and copyright laws, as well as all license agreements.
- The device, **charger and carrying case (applicable to DMS only)**, shall be returned at the end of the school year in good, clean and working condition.
- **Students should review BOE Policy IIBFA regarding the use of Artificial Intelligence.**
- **Items not specifically covered by the agreement will be reviewed on a case-by-case basis.**

TECHNOLOGY USE INSURANCE FEE. The DSD **Technology Use Device Insurance Fee** provides user protection for *accidental* damage or loss of the assigned device and is a *required annual expense for the student to receive a District device*.

In the event of damage or loss, **a report must be made with the school resource manager**, and a determination of negligence vs. accident will be made by a school administrator. If the damage/loss is determined accidental, there will be no cost incurred by the student. If the damage/loss is determined to be the result of misuse, abuse, ~~negligence or intent~~, the student *will not be covered* by DSD and will be billed for the replacement or repair of the device at a cost not to exceed **\$400.00**.

Note: Lost/Misplaced charging cords are not covered by the Technology Use Fee. Replacement Cost for Lost/Misplaced charging cords is \$40.

*The non-refundable **Technology Use Insurance Fee** is \$25.00 per student for each school year, not to exceed \$50.00 per family household. If you have past due accounts, you will NOT receive your laptop until all charges are paid in FULL.*

Douglas School District
Device Use Acknowledgement and Insurance Agreement

Please return this page, signed, to your school administration along with the payment. A device will not be issued without both signatures and payment. Your signature indicates your understanding of the aforementioned *use conditions* and all referenced DSD policies.

Douglas Device Number
(last four #'s below the barcode on the white label)

Print Student Name

Print Parent / Legal Guardian Name

Student Signature

Parent / Guardian Signature

Date

Date

School Representative Receiving Agreement

SECTION	I	TITLE	INSTRUCTION	FILE	IIBFA
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USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGY

This policy outlines the guidelines for the responsible integration of artificial intelligence (AI) technology within the District, aiming to facilitate fair and equitable academic assessments, foster critical thinking, and maintain a level playing field for all students.

AI technology encompasses various forms of digital content, including text, images, videos, or audio, generated by artificial intelligence systems without direct human intervention. These systems employ advanced algorithms, machine learning techniques, natural language processing, or automated decision-making processes to produce content that simulates human creativity and decision-making.

Student Use

Students are encouraged to explore the innovative possibilities of AI technology in their assignments or projects, provided that instructional staff explicitly permits its use for specific tasks. While assignments and projects should primarily reflect human effort and intellect, students have the opportunity to leverage AI tools, under approved circumstances.

Maintaining academic integrity is paramount, and students should submit work that authentically represents their knowledge and skills. Although the use of AI technology is discouraged for the entirety of assignments, students are free to utilize it for clarification, explanations, or brainstorming ideas, with proper citation. Any direct incorporation of AI-generated content should be clearly cited.

If instructional staff allows the use of AI technology, students must disclose the AI tool employed and appropriately cite AI-generated text and images. Unauthorized use of AI technology will be considered a violation of the District’s code of conduct, Acceptable Use Policy constituting cheating, plagiarism, or academic dishonesty.

Staff Use

Recognizing the potential benefits of AI, staff members are permitted to use AI technology for tasks such as creating lesson plans, enhancing grading efficiency, designing assignments, and streamlining administrative processes. While encouraged, overreliance on AI technology is discouraged, and staff should be mindful of various considerations, including student privacy, data security, plagiarism, bias, equity, academic integrity, and the accuracy of AI-generated content.

Staff using AI technology must ensure compliance with the District’s security and privacy policies, as well as federal and state laws, including the Family Educational Rights and Privacy Act (FERPA).

When allowing students to use AI technology, instructional staff should communicate the specific parameters, opportunities, and limitations associated with its use. Students should be educated on responsible AI use, including potential risks, safety precautions related to sharing personal data, and the awareness that AI programs can exhibit implicit biases. It is crucial for students to think critically, fact-check using primary sources, and be aware of the limitations of AI platforms.

REFERENCES

State Reference:

Policy Reference:
JFC

Adoption History

SECTION	J	TITLE	STUDENTS	FILE	JECB
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ADMISSION OF NON-RESIDENT STUDENTS (OPEN ENROLLMENT)

This policy is enacted to allow admission of non-resident students in the Douglas School District. For the purposes of this policy, the term "resident district" means the district in which a student has legal residence as determined by SDCL 13-28-9. The term "non-resident district" means any district in which a non-resident student seeks to enroll.

The board will accept all students from other districts wishing to enroll, provided the Douglas School District can accommodate the students without adversely affecting the quality of its educational program. This determination will be based upon criteria adopted by the board, and is subject to the following conditions:

A. GENERAL PRINCIPLES

1. A student who is a legal resident of another South Dakota school district seeking to transfer to Douglas School District must make an application to the **Douglas School District on forms provided by the Department of Education**. The application must be made by an unemancipated student's parent or guardian or by the emancipated student. Application forms must be received by the District Administrative Offices no later than 3:00 p.m. on the first Monday of August. *(The parent with the authority to request enrollment is the resident custodial parent.)*
2. The application will be approved if the transfer does not result in the Douglas School Board's inability to provide a quality educational program to its resident students as well as to non-resident students. The Board shall approve or disapprove the application at the first regular Board meeting following the deadline and notify the applicant and resident district within five days of its decision. Applications will be reviewed in the order received.
 - a. The application may be withdrawn by the applicant prior to approval of the request and upon notification to the district to which the student applied.
 - b. If approved by the Douglas School District, the applicant's intent to enroll obligates the student to attend school at Douglas during the next school year, unless the two boards agree in writing to allow a student to return to the original district or if the parent, guardian, or student changes residence to another district.
 - c. If a bona fide change of residence occurs after the deadline for applications noted in A.1. above, the applicant may apply for enrollment in the non-resident district notwithstanding the August deadline. ~~The Board may consider applications for these students if filed by the first Monday in November or the first Monday in March. The Board may consider such applications at the Board meeting next following the~~

~~deadline for the applications.~~ Transfers from another school district into the District may only take place prior to the last Friday in September during the first semester of any school year, and prior to the last Friday in January during the second semester of any school year.

- d. **Emergency clause:** The Board may consider the following applications under this Emergency clause: 1) students who are children of active duty military personnel and whose parents are required to move before the November or March deadline; and 2) students of Douglas School District employees. Applications under this Emergency clause ~~are limited to students of active duty military personnel or District employees and~~ will be considered by the Board at the next regularly scheduled Board Meeting after application is made.
3. Once enrolled in the Douglas School District, the enrollment will continue unless a bona fide change of residence occurs or a subsequent transfer application is received.
4. The Douglas School District will accept credits granted for any course successfully completed in another accredited district. The Douglas School District may award a diploma to a non-resident only if the student satisfactorily meets the Douglas School District's graduation requirements
5. Transportation of non-resident students to school is the responsibility of the applicant.

B. SPECIAL EDUCATION STUDENTS

Both state and federal law require that the resident district be responsible for providing a free and appropriate public education for students in need of special education and related services. All applications for transfer of a special education student will first be considered by a placement committee, and the placement committee will include representatives of both the resident and non-resident districts. In addition to the other considerations of the 1997 Open Enrollment Act, the following additional considerations will apply:

1. The combined placement committee will determine if the non-resident district can provide appropriate instructional programs and facilities, including transportation, to meet the student's needs. The capacity of the program shall be a consideration in the placement.
2. If the request to transfer is granted, the non-resident district is responsible for the provision of a free appropriate public education for the student in need of special education or special education and related services.
3. Notwithstanding the provisions of ¶13-28-45, the individualized education program team shall also determine whether the student in need of special education requires transportation as a related service. If so, the non-resident district shall provide or ensure the provision of transportation within the boundaries of the attendance center to which the student is assigned.
4. Requests to transfer the student back to the resident district shall be considered by the individualized education program team.
5. No separate dates will be in effect for notification and decision-making with respect to special education students.

C. CRITERIA FOR MAKING TRANSFER DETERMINATIONS

The criteria will be available to any individual so requesting. Discrimination based upon race, gender, religious affiliation, or disability is prohibited. The board will consider as factors upon review following application whether the child's parent or guardian is an active military person whose duty station is in the District, whether the child's parent or guardian is an employee of the District, distance from school facilities, timeliness of open enrollment applications and other related factors. All members of the same family residing in the same household will be treated the same unless special education services are required (refer to page 2, B1).

1. The board will make every effort to maintain class sizes which promote efficient and effective learning.

K-8 Class Size Standards

The board believes there is a direct correlation between class size, student achievement and teacher effectiveness. Therefore, the board will make a reasonable effort to maintain class sizes which promote efficient and effective learning. It shall be the goal of the board to maintain a student enrollment not to exceed the average district class size for students in grades 2-8. Enrollments in specific subject areas may alter this policy, but all efforts shall be made to maintain this student-teacher ratio.

9-12 Class Size Standards

Class size in grades 9-12 will be determined by the facilities and program capacity. Every reasonable attempt will be made to accommodate students but class size may be limited due to available equipment and classroom space.

2. The Department of Education has authority to promulgate rules setting forth procedural and administrative requirements of the open enrollment program. The school district will follow any and all such rules and procedures.
3. The board may deny applications for any of the following reasons:
 - a. Any criteria established in paragraph A, B or C-1 is violated;
 - b. The student is under suspension or expulsion in the resident district;
 - c. The student has been convicted of possession, use, or distribution of any controlled substance, including marijuana and is under suspension pursuant to SDCL 13-32-43;
 - d. The student has been convicted of a weapons charge relating to the schools and is under suspension pursuant to SDCL 13-32-43.

D. MISCELLANEOUS PROVISIONS

1. The district will make relevant information about the district, schools, programs, policies, and procedures available to all interested people.
2. Appeals from board action under the 1997 Open Enrollment Act can be made under SDCL ch. 13-46 and the court will conduct a de nova review.

The time for appeal under SDCL 13-46 is within ninety days from the date of the decision.

REFERENCES

State Reference:[SDCL 13-13-10.1](#)[SDCL 13-15](#)[SDCL 13-28](#)

13-32-4.3

13-37-35.1

13-46

Policy Reference:**Adoption History**

First Reading	02/23/93	First Reading-Revision	05/14/07
Approved	03/09/93	Approved-Revision	05/29/07
Approved-Revision	03/28/94	First Reading-Revision	10/09/07
First Reading-Revision	09/25/95	Second Reading-Revisions	10/23/07
Approved-Revision	10/09/95	Second Reading-Revisions	11/13/07
First Reading-Revision	11/13/95		
Approved-Revision	11/27/95		
First Reading-Revision	04/14/97		
Approved-Revision	04/28/97		
First Reading-Revision	10/13/97		
Approved-Revision	10/27/97		
First Reading-Revision	06/28/99		
Approved-Revision	07/12/99		
First Reading-Revision	01/22/01		
Approved-Revision	02/12/01		
First Reading-Revision	10/10/06		

Approved-Revision	10/23/06		
First Reading-Revision	03/12/07		
Approved-Revision	03/26/07		

SECTION	J	TITLE	STUDENTS	FILE	JED
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STUDENT ABSENCES AND EXCUSES

A student’s contribution to and achievement in class are directly related to attendance. Both students and parents must understand that students miss a vital portion of their education when they are absent from school.

While it is true that written work can be completed for make-up, class instruction or presentations, discussions, some audio-visual presentations, or student-teacher interaction can never be made up.

Certain absences of students will be excused by the principal on receipt of a written, signed explanation from the parent or guardian. These absences will include:

1. Illness or quarantine.
2. Bereavement or serious illness in the family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. Also with such approval, students may be excused from school attendance for up to five days each term for attendance at a state or nationally recognized youth program of educational value, **or for the purpose of working as a precinct election official if the student is at least eighteen years old.**

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician’s statement certifying such absences to be justifiable. Any absence other than excused absence is considered truancy.

REFERENCES

State Reference:

- [SDCL 13-27-6](#)
- [SDCL 13-27-6.1](#)
- [SDCL 13-27-7](#)
- [SDCL 13-27-8](#)
- [SDCL 13-27-9](#)

Policy Reference:

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Adoption History			
First Reading	12/11/80		
Approved	1/8/81		
First Reading – Revisions	11/22/88		
Approved – Revisions	12/12/88		
First Reading - Revisions (Replaces JEDA/JEE)	2/12/01		
Approved – Revisions	2/26/01		

SECTION	J	TITLE	STUDENTS	FILE	JEDA
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TRUANCY

Through cooperation with parents, strict adherence to regulations in regard to tardiness and unexcused absence, and diligence in investigating the causes of absence, the Board will endeavor to reduce tardiness and truancy.

The District truancy officer will be responsible for enforcing the compulsory attendance laws which require regular attendance, provide for penalties if parents and guardians do not carry out their responsibilities, and establish procedures for referral of a truant student to juvenile authorities.

The District truancy officer shall make and file truancy complaints, and any teacher, school officer or any citizen may make and file a truancy complaint before the circuit court judge.

The ~~liaison officer~~ **building principal** is designated to be the truant officer for the school district.

REFERENCES

State Reference:

- [SDCL 13-27-14](#)
- [SDCL 13-27-16](#)
- [SDCL 13-27-18](#)
- [SDCL 13-27-19](#)
- [SDCL 13-27-20](#)
- [SDCL 13-27-21](#)
- [SDCL 26-7A-\(10, 11, 126, 127, 128, 129\)](#)

Policy Reference:

Adoption History

Approved	1/8/81	First Reading – Reference	6/27/19
First Reading – Revisions	11/22/88	Approved – Reference	7/22/19
Approved – Revisions	12/12/88		
First Reading – Revisions (Replaces JEDA/JEE)	2/12/01		
Approved – Revisions	2/26/01		
First Reading – Revisions	8/10/09		
Approved – Revisions	8/24/09		
First Reading – Revisions	11/13/12		
Approved – Revisions	11/26/12		
First Reading – Revisions	11/23/15		
Approved – Revisions	12/14/15		

SECTION	J	TITLE	STUDENTS	FILE	JEDA-E (1)
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**ATTENDANCE
SAMPLE LETTER #1**

Dear Parent/Guardian:

~~In accordance with Douglas School District Policy, my staff and I periodically review attendance records and report to parent/guardians when their student has missed and/or been late to school 5 times, whether the absences have been excused or not. It is our goal to assist parents/guardians in monitoring their student's attendance to keep absences to a minimum. Each day new concepts and materials are introduced and regular attendance is vital to aid your child in advancing educationally.~~

~~South Dakota Codified Law 13-27-1 states: "Any person having control of a child, who is not younger than five or older than six years old by the first day of September, or any child who, by the first day of September, is at least six years old, but who has not exceeded the age of eighteen, shall cause the child to regularly attend some public or nonpublic school for the entire term during which the public school in the district in which the person resides, or the school to which the child is assigned to attend, is in session, until the child reaches the age of eighteen years, unless the child has graduated or is excused as provided in this chapter."~~

~~I realize that illnesses happen and would not expect you to send your child in that case. I encourage you to carefully plan vacations, appointments, and other absences around the school schedule whenever possible in order to keep absences to a minimum.~~

~~It is not necessary for you to contact the school at this time but if you have any questions, please feel free to call us at 923-00x0. Thank you for your consideration of this matter.~~

Sincerely,

Building Principal

Dear Parent/Guardian,

I hope this letter finds you well.

As we navigate through the academic year, I wanted to take a moment to emphasize the importance of regular school attendance for your child, [Student Name], at [School Name]. As of [current date], [Student Name] has been absent [insert number] days from [School Name].

As per the Douglas School District attendance policy, regular attendance plays a crucial role in a student's educational journey. While we understand that occasional absences may be unavoidable due to illness, family emergencies, or other exceptional circumstances, it's essential to highlight that consistent attendance directly correlates with a student's academic progress and success.

Your support in ensuring that [Student Name] attends classes regularly and punctually greatly contributes to their learning experience. If there are any challenges or concerns impacting [Student Name]'s attendance, please don't hesitate to reach out to us. We are here to provide support and assistance as needed.

Thank you for your attention to this matter, and we look forward to [Student Name]'s continued growth and success at [School Name].

Warm regards,

REFERENCES

State Reference:

Policy Reference:

Adoption History

Board Approved March 17, 2016

SECTION	J	TITLE	STUDENTS	FILE	JEDA-E (2)
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**ATTENDANCE
SAMPLE LETTER #2**

Dear Parent/Guardian:

~~In accordance with Douglas School District Policy, my staff and I periodically review attendance records and report to parent/guardians when their student has missed and/or been late to school 10 times, whether the absences have been excused or not. It is our goal to assist parents/guardians in monitoring their student's attendance to keep absences to a minimum. Each day new concepts and materials are introduced and regular attendance is vital to aid your child in advancing educationally.~~

~~South Dakota Codified Law 13-27-1 states: "Any person having control of a child, who is not younger than five or older than six years old by the first day of September, or any child who, by the first day of September, is at least six years old, but who has not exceeded the age of eighteen, shall cause the child to regularly attend some public or nonpublic school for the entire term during which the public school in the district in which the person resides, or the school to which the child is assigned to attend, is in session, until the child reaches the age of eighteen years, unless the child has graduated or is excused as provided in this chapter."~~

~~Also, South Dakota Codified Law 13-27-11 states: "Failure to send child to school as misdemeanor. Any person having control of a child of compulsory school age who fails to have the child attend school as required by the provisions of this title, is guilty of a Class 2 misdemeanor for the first offense. For each subsequent offense, a violator of this section is guilty of a Class 1 misdemeanor."~~

~~Furthermore, South Dakota Codified Law 13-27-16 states: "Warnings by school boards to send children to school--Report to truancy officer. Each school board shall warn parents or persons in control of children of compulsory school age that the children must enter school and attend regularly, and shall report the parents or persons in control of the children to the truancy officer for the district if the warning is not heeded. All school board members, superintendents, and teachers shall cooperate in the enforcement of the school attendance laws."~~

~~As required by law we have referred this matter to our truancy officer (school liaison officer). Please contact me at 923-00x0 as soon as possible to discuss this important matter.~~

Sincerely,

~~Building Principal~~

Dear Parent/Guardian Name,

I trust this letter finds you well.

I am writing to address concerns regarding [Student Name]'s attendance at [School Name], in accordance with the Douglas School District attendance policy. As of [current date], [Student Name] has been absent [insert number] days from [School Name].

Regular school attendance is crucial for [Student Name]'s academic progress and overall educational experience. While we understand that unforeseen circumstances may arise, it has come to our attention that [Student Name] has been absent more frequently than is conducive to their learning and academic success. [

As stated in the attendance policy, missed classroom instruction, presentations, discussions, and interactions with teachers cannot be fully compensated through makeup work. Therefore, consistent attendance is paramount to [Student Name]'s ability to fully engage in the learning process and achieve academic success. ***Failure to address this matter may result in further intervention measures, including but not limited to, a referral of truancy to the State's Attorney's Office.***

I kindly urge you to prioritize [Student Name]'s attendance and ensure their presence in school unless absences fall under the excused categories outlined in the attendance policy. Should there be any underlying issues contributing to [Student Name]'s absences, please do not hesitate to communicate with us so that we can provide support and assistance.

It is our shared responsibility to prioritize [Student Name]'s education, and your cooperation in addressing this matter is greatly appreciated.

Sincerely,

REFERENCES

State Reference:

Policy Reference:

Adoption History

Board Approved March 17, 2016

SECTION	J	TITLE	STUDENTS	FILE	JEDA-E(3)
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TRUANCY
SAMPLE LETTER #3

Dear Parent/Guardian:

~~In accordance with Douglas School District Policy, my staff and I periodically review attendance records and report to parent/guardians when their student has missed and/or been late to school 15 times, whether the absence have been excused or not. It is our goal to assist parents/guardians in monitoring their student's attendance to keep absences to a minimum. Each day new concepts and materials are introduced and regular attendance is vital to aid your child in advancing educationally.~~

~~South Dakota Codified Law 13-27-1 states: "Any person having control of a child, who is not younger than five or older than six years old by the first day of September, or any child who, by the first day of September, is at least six years old, but who has not exceeded the age of eighteen, shall cause the child to regularly attend some public or nonpublic school for the entire term during which the public school in the district in which the person resides, or the school to which the child is assigned to attend, is in session, until the child reaches the age of eighteen years, unless the child has graduated or is excused as provided in this chapter."~~

~~Also, South Dakota Codified Law 13-27-11 states: "Failure to send child to school as misdemeanor. Any person having control of a child of compulsory school age who fails to have the child attend school as required by the provisions of this title, is guilty of a Class 2 misdemeanor for the first offense. For each subsequent offense, a violator of this section is guilty of a Class 1 misdemeanor."~~

~~Furthermore, South Dakota Codified Law 13-27-16 states: "Warnings by school boards to send children to school--Report to truancy officer. Each school board shall warn parents or persons in control of children of compulsory school age that the children must enter school and attend regularly, and shall report the parents or persons in control of the children to the truancy officer for the district if the warning is not heeded. All school board members, superintendents, and teachers shall cooperate in the enforcement of the school attendance laws."~~

~~Finally, South Dakota Codified Law 13-27-20 and 13-27-21 requires our truancy officer to file a complaint against you in circuit court. Upon filing of a complaint, the judge of a circuit court shall issue a warrant of arrest to the sheriff of the county directing him to bring the defendant before the court and to summon witnesses required to ascertain the facts in the case.~~

~~If the complaint is verified, you may be required to appear in Circuit Court. If it is determined that~~

~~you have not made adequate effort to cause your child to attend school, the judge could invoke criminal penalties against you.~~

Sincerely,

~~Building Principal~~

Dear Parent/Guardian Name,

I am writing to address a matter of significant concern regarding [Student Name]'s attendance at [School Name]. South Dakota state law states that "Any person having control of a child of compulsory school age who fails to have the child attend school, as required by the provisions of this title, or provide alternative instruction pursuant to § 13-27-3, is guilty of a Class 2 misdemeanor." As of [current date], [Student Name] has been absent [insert number] days from [School Name].

As stated in the attendance policy, regular school attendance is paramount to a student's academic success, as missed instructional time and opportunities for engagement cannot be fully compensated through makeup work. [Student Name]'s frequent absences not only hinder their own learning but also disrupt the classroom environment and instructional continuity for their peers.

I urge you to take immediate action to ensure [Student Name]'s consistent attendance and active participation in their educational journey. Should there be any underlying issues contributing to [Student Name]'s absences, please contact us promptly so that we can work together to provide the necessary support and assistance.

Please treat this matter with the utmost urgency, as [Student Name]'s academic success and educational attainment are at stake. Additionally, failing to ensure your child's attendance at school may result in legal consequences, including referral to the State Attorney's Office, in accordance with South Dakota state law.

Your cooperation in addressing this issue is essential, and I look forward to your prompt response and action.

Sincerely,

REFERENCES

State Reference:

Policy Reference:

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Adoption History
Board Approved March 17, 2016

SECTION	J	TITLE	STUDENTS	FILE	JEDA-R
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TRUANCY REGULATION

Definition: "Truancy" is an absence, by a student under age 18, for part or all of one or more days from school during which the school has not been notified of the legal cause of the absence by the parent/guardian of the absent student. It is also an irregular attendance pattern which defeats the intent of the compulsory attendance laws of the State of South Dakota, unless the student has graduated or is excused as provided. (SDCL 13-27-1, 13-27-20, 13-27-21)

School

1. Following each unverified or non-district approved absence, the school will attempt to make personal contact with parents or guardians.
2. If absences persist, the principal or designee, will make determination as to whether the absences constitute a pattern of truancy (SDCL 13-27-1). The principal or designee, will attempt to resolve the concern with the parent/guardian.
 - a. Sample letter #1 will be sent to the parent/guardian after five (5) days absence whether excused or not.
 - b. Sample letter #2 will be sent to the parent/guardian after ten (10) absences whether excused or not and truancy officer will be contacted. Letter mailed certified return receipt requested.
 - c. Sample letter # 3 will be sent to the parent/legal guardian after fifteen (15) absences whether excused or not. This is the last letter mailed to parent/legal guardian from the school.
 - d. The principal or designee, will refer the matter to the State’s Attorney’s Office after twenty (20) unverified or non-district approved absences. The referral will include:
 - i. Cover letter making request for intervention
 - ii. Current Attendance Report
 - iii. Prior year Attendance Report (if applicable)
 - iv. Documentation of parental contacts, copies of letters, and notes including a list of potential witnesses
 - v. Student Conduct Report
 - e. The principal or designee will monitor formal proceedings through correspondence with the State's Attorney's office.
 - f. The school will send an updated weekly attendance record to the State’s Attorney’s Office following the initial truancy referral.
 - g. **The State’s Attorney’s office will refer to district School Resource Officers any Truancy Filings for which legal charges will be pursued.**

Notes

- Students who enroll in the Douglas School District with an existing history of poor attendance may not be afforded steps 1-3 before a truancy referral is made. Attendance is considered cumulative.

REFERENCES

State Reference:

Policy Reference:

Adoption History

March 17, 2016

SECTION	J	TITLE	STUDENTS	FILE	JEDB
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STUDENT DISMISSAL PRECAUTIONS

Students in any school, grade, or class may not be dismissed before the regular hour of dismissal except with the approval of the Superintendent or the Superintendent’s designee.

A teacher may not permit any individual student to leave school prior to the regular hour of dismissal except by permission of the principal.

No student will be permitted to leave school prior to the dismissal hour in the company of anyone other than a school employee, or parent of the child, unless the permission of the parent has been first secured. If a policeman or court official requests the dismissal of a pupil during school hours, he/she must have a warrant or written request by parents before the student is dismissed. **Should a student be removed from the school by a law enforcement officer or court official, pursuant to a warrant, the administration will immediately contact the student’s parent.**

When a student participant has traveled to an out of district event with the coach/advisor and other students, the student shall be allowed to leave following the event with the parent/guardian, or the parent/guardian’s designee, provided that the parent/guardian has personally verbally communicated with the coach/advisor prior to the student being allowed to leave with the parent/guardian/designee. Written authorization to release the student to the parent/guardian/designee after the event will not be accepted. In no case shall school personnel authorize the release of a student to any person whom school personnel have reasonable cause to believe the person is under the influence of alcohol or another substance, and school personnel are authorized to contact law enforcement should the need arise to do so.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading	11/23/15		
Approved	12/14/15		

SECTION	J	TITLE	STUDENTS	FILE	JEE
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STUDENT ATTENDANCE ACCOUNTING

The Board recognizes the importance of student accounting. Accurate information regarding the whereabouts of school-age children, both public and private, is essential to the operation of the school district.

As required by state law, the Superintendent **or designee** will be responsible for an accurate record of the attendance or nonattendance of all students who should be enrolled in school. The school district truancy officer will also keep a record of all those children who are required by law to be enrolled in school and who do not attend, or whose attendance is irregular.

REFERENCES

State Reference:
[SDCL 13-27-9](#)
[SDCL 13-27-15](#)
[SDCL 13-27-17](#)

Policy Reference:

Adoption History

First Reading	12/11/80		
Approved	1/8/81		
First Reading – Revisions	11/22/88		
Approved – Revisions	12/12/88		

First Reading – Revisions (Replaces JEDA/JEE)	2/12/01		
Approved – Revisions	2/26/01		

SECTION	J	TITLE	STUDENTS	FILE	JEE-R
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STUDENT ATTENDANCE ACCOUNTING

1. The building principal is responsible for the documentation of district attendance.
2. To earn credit for a course, the student is obligated to fulfill the course requirements and school attendance regulations.
3. Course credit will not be given to students who withdraw from school before the end of the school year before a specific predetermined date. The date will be established annually by the school superintendent **or designee**.
4. Attendance will be kept in full day and one-half day segments. Pupils will be considered present for one-half day if they are present at one or more AM class period(s) and/or one or more PM class period(s).
5. Students will be given the opportunity to make up work or tests missed because of excused absences as per the student handbook.
- ~~6. Students may not be given the opportunity to make up work for unexcused absences.~~
7. Tardiness will be documented at the beginning of the AM and PM sessions in the elementary schools and for each period in the middle school and high school.

REFERENCES

State Reference:

Policy Reference:

Adoption History

SECTION	J	TITLE	STUDENTS	FILE	JEF
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RELEASE TIME FOR RELIGIOUS PRACTICE

The Board will permit students, with the written consent of their parents, to receive moral or religious instruction at a suitable place away from the school, as designated by the religious group.

Students will be excused from school for such purposes no more than one hour per week. The Superintendent or designee is instructed to establish regulations, governing the attendance of students and their reporting for such instruction.

Students enrolled in the District normally will not be released from school for private instruction in music, gymnastics, or other activity. The discretion of the building principal, however, may be exercised in unique or unusual circumstances.

REFERENCES

State Reference:

[SDCL 13-33-10](#)

Policy Reference:

Adoption History

First Reading	11/23/15		
Approved	12/14/15		

SECTION	J	TITLE	STUDENTS	FILE	JEFA
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SENIOR PRIVILEGES

As part of a developing plan to encourage independent study and self-responsibility, the Board approves as policy the practice of permitting high school seniors released time from school.

The Board authorizes the Superintendent or designee to develop criteria for granting privileges to high school seniors. The criteria shall contain minimum standards for granting these privileges, shall delineate the types of privileges that may be granted, and shall delineate the terms under which privileges may be revoked.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading	12/14/15		
Approved	1/11/16		

SECTION	J	TITLE	STUDENTS	FILE	JEG
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EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

~~The law provides for the exemption of students of compulsory school age from attendance when the child is provided with competent alternative instruction for a like period of time as would be provided by the public schools. Excuse from school is effective without board action upon filing an application with the school superintendent.~~

~~The Board may revoke a certificate of excuse, if, upon inspection by the Secretary of Education, it is shown that the student is not being taught in compliance with the standards of state law. Upon revocation of a certificate of alternative instruction, the parent or legal guardian may appeal the decision to the State Board of Education, which will conduct a hearing. The State Board's decision will be final.~~

GED PROGRAM: Students aged 16 years of age or older will be exempt from compulsory attendance provided they are enrolled in and participating in a school-based or school contracted Graduate Equivalency Degree (GED) program . The student must present written permission from the student’s parent or guardian and meets one or more of the following five conditions:

1. Verification from a school administrator that the child will not graduate with the child’s cohort class because of credit deficiency;
2. Authorization from a court services officer;
3. A court order requiring the child to enter the program;
4. Verification that the child is under the direction of the Department of Corrections; OR
5. Verification that the child is enrolled in Job Corps as authorized by Title I-C of the Workforce Investment Act of 1998, as amended January 1, 2009.

RELIGIOUS EXEMPTION AFTER EIGHTH GRADE: A child of compulsory school age who has successfully completed the first eight grades is excused from compulsory school attendance if:

1. The child or the parents of the child are members of a recognized church or religious denomination that objects to the regular public high school education; and
2. The recognized church or religious denomination either individually or in cooperation with another recognized church or religious denomination provides a regularly supervised program of instruction in which each child participates in learning activities appropriate to the adult

occupation that the child is likely to assume in later years.

STUDENT EXCUSED BECAUSE OF ILLNESS IN FAMILY: The School Board may excuse a child from school attendance because of serious illness in his immediate family, making his presence at home an actual necessity, or his presence in school a menace to the health of other pupils. The School Board may require the submission of medical evidence as a condition of granting an excuse pursuant to this section.

STUDENT EXCUSED TO ATTEND STATE OR NATIONALLY RECOGNIZED YOUTH EVENTS, AND WORK AS PRECINCT ELECTION OFFICIAL: A student is eligible to be counted for school attendance up to five days in a school term if an excuse from actual school attendance is requested by a parent or guardian for the purpose of attending events of state or nationally recognized youth programs of educational value or for the purpose of working as a precinct election official if the student is at least eighteen years old.

REFERENCES

State Reference:

[SDCL 13-27-3](#)

[SDCL 13-27-7](#)

[SDCL 13-27-8](#)

[SDCL 13-27-9](#)

[SDCL 13-27-1.1](#)

[SDCL 13-27-6](#)

[SDCL 13-27-6.1](#)

Policy Reference:

Adoption History

First Reading	11/23/15		
Approved	12/14/15		
