

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Monday, August 11, 2025

**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/98988559187?pwd=wEFG55AbqjrnAW9vBdzG3coq7MKkPv.1>
Meeting ID: 989 8855 9187
Passcode: 958950

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:
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 and Annual Meeting Minutes for July 14, 2025.
 - B. Approve Personnel Action

1. Approve the recommendation to deny Alex Ferdinand's request for waiver of liquidated damages.
 - C. Approve Financial Reports
 - D. Approve the Purchases and Issuing of Accounts Payable and Payroll.
 - E. Approve Memorandum of Understanding between West River Mental Health and Douglas School District for the 2025-26 school year.
 - F. Approve Memorandum of Understanding between Friends of the Children - He Sapa and Douglas School District for the 2025-26 school year.
 - G. Approve Adult Meal Prices for 2025-26 SY - \$5.20 for Lunch and \$3.00 for Breakfast
 - H. Approve the Tentative Douglas District Transportation Schedule for the 2025-26 school year.
 - I. Approve Conflict Disclosures and Waiver Authorizations Pursuant to SDCL 3-23-3
9. Items Removed From Consent Agenda
10. Elementary and Secondary Curriculum and Instruction Items:
- A. Back-to-School Staff Preparation & Professional Development Update
 - B. Approve the Douglas School District Comprehensive Plan for Special Education for 2025-26 school year.
 - C. Update on Student Attendance Policy and Implementation
11. Superintendent Items:
- A. Approve Student Assignment Requests as recommended for the 2025-26 school year.
 - B. Approve Open Enrollment Applications as recommended for the 2025-26 school year.
12. Fiscal Resources Items:
- A. Approve Supplemental Budget as presented.
 - B. Approve Revised Grant Budgets as presented.
 - ESSER III
 - Title I-A
 - Title II-A
 - Title IV
 - Title VI
 - Teacher Apprenticeship

C. Approve the following resolution:

LET IT BE RESOLVED that the Douglas School District 51-1 Board of Education hereby approves and authorizes the transfer of Impact Aid Funds as presented.

13. Operational Support Services Items:

- A. Approve First Reading of Revised Board Policies JED, JEDA, JEDA-R, JEDA-E(1-3), JEE-R.
- B. Approve Second Reading of New Board Policy ABAD - Parents' Rights.
- C. Approve Second Reading of New Board Policy DFD - Gate Receipts and Admissions.
- D. Approve Second Reading of New Board Policy ECABB - Multi Occupancy Room Use (Bathrooms).
- E. Approve Second Reading of Revised Board Policy BD - School Board Meetings.
- F. Approve Second Reading of Revised Board Policy BDDG - Minutes.
- G. Approve Second Reading of Revised Board Policy FC - Facilities Capitalization Program.
- H. Approve Second Reading of Revised Board Policy IGBA - Programs for Children with Disabilities.
- I. Approve Second Reading of Revised Board Policy KLB - Public Complaints About the Curriculum or Instructional/Library Materials.
- J. Approve Second Reading of Revised Board Policy IIAC - Library Materials Selection and Adoption.
- K. Approve Second Reading of Revised Board Policy JEA - Compulsory Attendance Age.
- L. Approve Second Reading of Revised Board Policy JEG - Exclusions and Exemptions from School Attendance.
- M. Update on Summer Building Projects.

14. Reports:

- A. Superintendent:
 - 1. Administrative Retreat Update
 - 2. DHP Chicago Summary
 - 3. ASBSD/SASD Joint Convention Update

4. Facilities Master Planning Update

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

15. Upcoming Calendar Events:

- August 12 - Options-Based PD Day, DHS
- August 15 - Staff Welcome Back Breakfast, 7:30 am DMS
- August 18 - Family Walk Through, 3:30 - 7:00 pm
- August 20 - First Day of School for Students
- August 25 - BOE Meeting, 5:00 pm

16. Executive Session

17. Action As A Result of Executive Session

18. Adjournment

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 #
1			
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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, July 14, 2025

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Monday, July 14, 2025 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. Jo Ann Mulholland: Associate Board Member Alternate, 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.

Superintendent Kevin Case thanked staff members who helped prepare both meeting agendas and the supporting documentation. These two board meetings require a lot of preparation.

There was nothing for public forum.

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

Held Public Hearing for the proposed 2025-26 school district budget. There were no public comments.

Motion to approve the consent agenda, Items 8A-E. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Approved Regular Meeting Minutes for June 23, 2025.

Approved Personnel Action for July 14, 2025. (Attachment)

Approved Accounts Payable Report and June Payroll Report, (Attachments)

Approved South Dakota High School Activities Association (SDHSAA) Runoff Election for Brittney Eide as East River At-Large representative.

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

Elementary and Secondary Curriculum and Instruction Items:

Motion to approve Items 10A-D as one motion. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Approved May 17, 2026 as the DHS graduation date for 2025-26 school year.

Approved 2026-27 Academic School Calendar.

Approved the following Student Handbooks for the 2025-26 school year:

Douglas High School Student Handbook
Douglas Middle School Student Handbook
Douglas School District Elementary Handbook
Douglas School District High School/Middle School Activities Handbook

Approved High School/Middle School Coaching Handbook for 2025-26 school year.

Superintendent Items:

Motion to approve the following staff handbooks for the 2025-26 school year. This motion, made by Tonya Welch and seconded by Amy McGovern, Carried.

Certified Negotiated Agreement for 2025-26
Speech-Language Pathologist Handbook
Classified Staff Handbook
Coordinator Handbook
Administrator Handbook

Motion to approve open enrollment applications (batch #1) as recommended. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Fiscal Resources Items:

Motion to approve contingency transfers not to exceed \$469,277.00 as presented. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Motion to approve supplemental budget in the amount of \$1,276,819.91 as presented. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Operational Support Services Items:

Motion to Approve Items 13A-K as First Readings of New or Revised Board Policies. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

New Board Policy ABAD – Parents’ Rights
New Board Policy DFD – Gate Receipts and Admissions
New Board Policy ECABB – Multi Occupancy Room Use (Bathrooms)
Revised Board Policy BD – School Board Meetings
Revised Board Policy BDDG – Minutes
Revised Board Policy FC – Facilities Capitalization Program
Revised Board Policy IGBA – Programs for Children with Disabilities
Revised Board Policy KLB – Public complaints about the Curriculum or Instructional Materials
Revised Board Policy IIAC - Library Materials Selection and Adoption

Revised Board Policy JEA - Compulsory Attendance Age
Revised Board Policy JEG - Exclusions and Exemptions from School Attendance

Executive Director of Operational Support Services Tim Kusters shared information from discussions with the City of Box Elder about possible options for Don Williams Drive configuration. Student safety is the primary concern.

Reports:

Superintendent Kevin Case shared information on several topics.

Studer Education has created two podcasts featuring Douglas School District and our thank-you program, which includes staff at Francis Case and Food Service. He shared the links with board members.

There are seven staff members attending next week's DHP Chicago conference. Superintendent Kevin Case and Principal Jeannie Clark will be presenting at the Studer conference.

At the end of the year, each building/department brought a leadership team to the district Studer Training. Teams were working on things for next year and excited to be part of making things better.

Approximately 50 staff members attended the Aspiring Leaders training. They reviewed concepts around change, and values and beliefs, as well as the concept of having courageous conversations where there is trust and gratitude.

The Facilities Master Planning Committee meeting scheduled for next week is being postponed. This will delay the recommendation to the Board until November. We are waiting for more information about the funding portion.

The district has applied for a \$20 million DCIP (Defense Community Infrastructure Program) grant to assist in needed infrastructure upgrades. Also, hopefully, the federal budget will be passed in September.

Just received information that the district's Title II dollars are being "paused". These funds are used for staff salaries in the Class Size Reduction grant.

Committee Reports from Board Members and Comments from Associate Board Members

Jo Anne Mulholland thanked Executive Director of Elementary Academics Ann Pettit who also serves as South Dakota's MIC3 commissioner, for briefing the new Rapid City Schools Superintendent. The Back-to School Roundup event at Ellsworth will be July 26.

Amy McGovern stated the City will be putting up street banners which can be purchased by clubs and organizations.

Tanya Gray stated that Amy McGovern will be attending the July Black Hills Special Services

Cooperative Board of Directors meeting as the alternate as she will be at the Studer DHP Chicago Conference. She also talked about the Board presentation at the August 12 Staff Choice PD Day.

Motion to adjourn the meeting at 5:41 p.m. This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried.

Tanya Gray, President

Trista Olney, Business Manager

_____ Initials

_____ Date

Published once at the total approximate cost of _____.

**DOUGLAS SCHOOL DISTRICT
PERSONNEL ACTION 7/14/2025**

Certified AOS Payments

	Cathy Baragar	\$750.00		
	Kaitlin Heier	\$400.00		

Certified Resignations/Terminations

	Name	Position	Location	Effective Date
	Krystle Summers	5th Grade Teacher	VES	6/30/25 assess \$1000 penalty per contract terms

Classified Retirements

	Name	Position	Location	Effective Date
	Elizabeth Spears	Instructional Aide	BC	5/23/2025

Classified Resignations/Terminations

	Name	Position	Location	Effective Date
	Luke Ferdinand	Assistant FB Coach	HS	6/5/2025
	Nathan Udell	Groundskeeper	Maintenance	7/11/2025

Certified Staff Hiring

	Name	Location / Position	Wage	Effective Date
	Jennifer Randall	BC/PreK Teacher		2025-2026

Classified Staff Hiring

	Name	Location / Position	Wage	Effective Date
	Patricia Withorne	CA/Instructional Aide 18-21 Program	\$17.00	2025-2026
	Brooklyn Conley	CA/Instructional Aide	\$17.00	2025-2026
	Erin Harms	Student Teacher Intern	\$17.00	2025-2026
	Gabrielle Koper	Student Teacher Intern	\$17.00	2025-2026

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

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
A & B WELDING SUPPLY COMPANY INC.	185940	X	52.60
A TO Z SHREDDING	185941	X	697.14
ACE STEEL & RECYCLING, INC.	185942	X	227.25
AMAZON.COM	185943	X	1,047.09
BEST WESTERN PLUS RAMKOTA HOTEL	185945	X	428.00
BOX ELDER HARDWARE	185946	X	214.12
COMPASS	185948	X	4,350.00
DAKOTA BUS SERVICE, INC.	185950	X	4,930.00
EMC INSURANCE COMPANIES	185952	X	578,626.00
HIGH POINT NETWORKS, LLC	185956	X	1,371.80
HILLYARD INC	185987		1,317.90
KSB SCHOOL LAW	185988		3,000.00
LEXIIA VOYAGER SOPRIS LEARNING INC	185961	X	725.00
LODGE AT DEADWOOD, THE	185962	X	1,200.00
MARSH & MCLENNAN AGENCY LLC	185965	X	91,972.20
MENARDS	185966	X	23.76
OLNEY, TRISTA	185969	X	97.24
OLSON TOWING	185970	X	328.30
POWER HOUSE	185971	X	217.23
PRESSURE SERVICES INC	185972	X	241.50
RENEY'S BG SERVICES	185976	X	4,194.45
RISK ADMINISTRATION SERVICES INC	185989		82,561.95
SASD	185990		1,633.00
SHERWIN WILLIAMS	185977	X	163.84
VOYAGER FLEET SYSTEMS, INC.	185982	X	651.38
WARNE CHEMICAL & EQUIPMENT, INC.	185983	X	913.70
GENERAL FUND			781,185.45
CENTURY BUSINESS	185947	X	2,953.25
HAUFF MID-AMERICA SPORTS INC.	185955	X	13,835.43
TEMPERATURE TECHNOLOGY INC	185980	X	65,625.00
CAPITAL OUTLAY			82,413.68

ARNOLD, REBEKAH	185944	X	125.00
CROOKS, TERESA	185949	X	2,136.55
DECORY, CAMERON	185951	X	115.00
FIDUCIARY ACCOUNT	185953	X	4,916.26
HALL, LOLA	185954	X	125.00
HILL, RIVKA	185957	X	100.00
KELLSY, PATRICK	185959	X	125.00
KLAWITTER, MATTHEW	185960	X	125.00
LUGARDO, LOGAN	185963	X	125.00
MAHANEY, NATHAN	185964	X	75.00
MONTANO, GAGE	185967	X	100.00
NCS PEARSON, INC.	185968	X	8,241.25
QUANDT, SAMANTHA	185973	X	125.00
RATWIK, ROSZAK & MALONEY, P.A	185974	X	2,167.50
RED HAIR, JUSTINE	185975	X	110.00
RISK ADMINISTRATION SERVICES INC	185989		19,793.85
SHINING PATHWAY ABA, LLS	185991		20,130.00
SMOLIK, TRACE	185978	X	100.00
SUPER DUPER PUBLICATIONS	185992		140.75
SVOBODA, CHEYANNE	185979	X	125.00
TRUITT, ALLIE	185981	X	42.90
WEYMOUTH, JOSHUA	185984	X	125.00
WOOD, NEVAEH	185985	X	125.00
SPECIAL ED			59,294.06
			922,893.19
BEST WESTERN PLUS RAMKOTA HOTEL	12793	X	440.00
CASH-WA DISTRIBUTING COMPANY, INC.	12799		6,443.48
COBERLEY, AMY	12795	X	92.75
DAKOTA WAREHOUSE	12800		40.00
PRAIRIE FARMS	12801		7,139.46
REINHART FOOD SERVICE LLC	12802		5,846.69
RISK ADMINISTRATION SERVICES INC	12803		3,250.20
SERVALL TOWEL & LINEN SUPPLY, INC.	12804		287.34

FOOD SERVICE

23,539.92

Grand Total:

946,433.11

PAYROLL EXPENDITURES

JUNE 6 2025

JUNE 20 2025

TOTALS

\$1,202,810.36

\$1,225,535.61

MINUTES
DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION MEETING

ANNUAL MEETING
Monday, July 14, 2025

The Douglas School District No. 51-1 Board of Education held its Annual Meeting on Monday, July 14, 2025 after the Regular Meeting 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. Jo Anne Mulholland: Associate Member Alternate, present.

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

Business Manager Trista Olney called the meeting to order at 5:45 p.m.

Business Manager Trista Olney administered the Oath of Office to incumbent board members, Amy McGovern and Tonya Welch.

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

Business Manager Trista Olney began the nominations for the election of officers for the 2025-26 term as follows:

Motion to approve the nomination of Tanya Gray for Board President. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

President Tanya Gray continued the nominations. Motion to approve the nomination of Amy McGovern for First Vice-President. This motion made by Ben Frerichs and seconded by Chris Misselt. Carried.

Motion to approve the nomination of Ben Frerichs for Second Vice-President. This motion made by Amy McGovern and seconded by Tonya Welch. Carried.

The 2025-26 suggested meeting dates for Regular BOE meetings are the 2nd and 4th Monday of each month at 5:00 p.m. at Vandenberg Elementary School Library Conference Room with the following exceptions: In July and December when only the first meeting of the month will be held and should a board meeting fall on a school holiday, the meeting will be held on the following day or as follows: Monday, October 13, 2025 change to Tuesday, October 14, 2025 (holiday) and Monday, May 25, 2026 change to Tuesday, May 26, 2026 (holiday).

Motion to approve BOE Regular Meeting schedule for 2025-26 school year. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

Motion to approve the appointment of board member representation on district committees. This motion, made by Ben Frerichs and seconded by Tonya Welch, Carried.

Motion to approve using Parliamentary procedure guidelines for board meetings. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Motion to approve setting compensation for board members at \$100.00 per each allowable meeting. (Maximum set by law is \$166). This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried.

Motion to approve the following resolution. This motion, made by Chris Misselt and seconded by Ben Frerichs, Carried.

BE IT RESOLVED that in order to comply with SDCL 1-25-1, as amended by HB 1172 (2018 Legislative Session), which states "The chair of the public body shall reserve at every official meeting by the public body a period for public comment, limited at the chair's discretion, but not so limited as to provide for no public comment," and also provide for a known procedure by which there may be public participation at school board meetings, the President of the Douglas School District Board of Education shall apply and follow School Board Policy BDDH with respect to public participation at all school board meetings.

Motion to approve adoption of all previous board policies in effect as of June 30, 2025. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Motion to acknowledge the review of South Dakota Open Meeting Laws in the "Conducting the Public's Business in Public" brochure. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

Board President Tanya Gray explained that board members will start each meeting by making connections to our working agreements: We ask, We learn, We lead. This meeting, the connection was to "Be curious".

Motion to acknowledge the review of the Code of Conduct for School Board Members and sign the document for the 2025-26 school year. This motion, made by Ben Frerichs and seconded by Tonya Welch, Carried.

Superintendent Kevin Case reviewed the district's progress by highlighting one strategy on each of the four Focus Areas of the District Strategic Direction. Under Identity, extensive work on new district branding was accomplished under Strategy 1 Honor the district's legacy while creating new traditions. Focus Area Ownership, Strategy 1 Identify and communicate clear and consistent expectations for all stakeholders is an area we continue to work on. We are in the awareness stage of this, knowing it is a real need. In Adaptability, Strategy 1 is Create a comprehensive professional development plan. We have made progress on laying out a comprehensive plan, not just for this year but also the future. It's been expanded to include classified staff. In the next few months, a new data tool will be presented to show some cool stuff on Strategy 2 Identify, collect and analyze data needed to make informed decisions. For

Community & Well-Being, Strategy 2 Create ongoing opportunities for family engagement and community involvement. As a district, a series of surveys of different groups gave feedback to use in planning.

Motion to approve Items #15-20 on the consent agenda, removing 20G-H for further discussion. This motion, made by Tonya Welch and seconded by Ben Frerichs, Carried.

Financial Authorizations:

Approved the depositories for funds and investments of the Douglas School District 51-1 for the 2025-26 school year.

Authorized an Imprest Cash Revolving Fund in the amount of \$2,000 for the 2025-26 school year and authorized the business manager to make advance payments for meals and miscellaneous expenditures as deemed necessary.

Authorized the business manager to establish a petty cash fund in the amount of \$75.00 for various functions of the school district as deemed necessary, and further authorized the business manager to establish an imprest fund in the amount of \$420 for the School Food Services Program.

Authorized the superintendent or business manager to sign all state vouchers entering claims on behalf of the school district for the 2025-26 school year.

Approved the submission of the 2025 Annual Report and authorized the superintendent and business manager to sign on behalf of the district.

Authorized the business manager and/or her representative as the school district purchasing agent for the 2025-26 school year.

Authorized the business manager to advertise for bids on necessary items during the 2025-26 school year.

Approved use of Black Hills Special Services Cooperative for services under a noncompetitive proposal as it is determined that BHSSC is the only vendor (single source) within the region that can provide all necessary services needed by the district.

Annual Appointments:

Approved naming the Rapid City Journal as the official newspaper for the 2025-26 school year; and, the district newsletter and district website will also be used for providing district information to the public.

Approved contracting with the firm of Ketel Thorstenson, LLP to conduct the annual audit for the period ending June 30, 2025.

Approved retaining the law firm of Lynn, Jackson, Shultz & LeBrun and Attorney Rodney Freeman to represent the district for legal matters during the 2025-26 school year.

Appointed Business Manager, Trista Olney as Administrator of Fiduciary Funds.

Authorized the Superintendent of Schools to close schools because of weather or emergency and, in the event of the superintendent's absence, follow the set chain of command.

Authorized the appointment of the Superintendent as the Age Discrimination Act Compliance officer.

Authorized the appointment of the Executive Director of Operational Support Services as the Asbestos Compliance officer.

Authorized the appointment of the Executive Director of Operational Support Services and the Network Coordinator to maintain access to the district's electronic network.

Authorized the appointment of all building principals as Truancy officers.

Authorized the appointment of the Executive Director of Operational Support Services as the Title IX Compliance officer.

Authorized the appointment of the Special Services Director as the Rehabilitation Action Section 504 Compliance officer.

Authorized the appointment of the Special Services Director as the Americans with Disabilities Act Compliance officer.

Approved the following Resolutions for the 2025-26 school year:

BE IT RESOLVED that the Business Manager be authorized to make application for all local, state, and federal funds for which the school district may qualify during the 2025-26 school year;

BE IT FURTHER RESOLVED that the Superintendent or Executive Director of Academics be authorized to sign as the authorized District representative for all categorical or block grant State or Federal program applications;

BE IT FURTHER RESOLVED that the Superintendent or Executive Director of Academics be authorized to sign fiscal reports for the Title Programs;

BE IT FURTHER RESOLVED that the Superintendent of Schools and the Business Manager are authorized to purchase and/or receive State Surplus Property.

BE IT RESOLVED that the Business Manager be fully authorized to make proper application and to sign all papers required for funds available to the District from the Federal Government under Public Law 7003 Impact Aid for the 2025-26 school term.

BE IT RESOLVED that the Business Manager be fully authorized to make proper

application and to sign all papers required for funds available to the District from the Federal Government under Public Law 7002 Impact Aid for the 2025-26 school year. **WHEREAS**, the nature of tax collections, federal deposits, and other revenue is such that cash on deposit in the District's Depositories at times exceeds the requirement for current expenditures.

NOW THEREFORE, BE IT RESOLVED that the Business Manager is hereby directed to invest such cash balances which may exist in interest-bearing certificates, time deposits and government issues and the investments be determined in accordance with expenditure requirements and that such interest as is earned on said deposits be credited to the General Fund.

Authorized participation in the following Associations:

Associated School Boards of South Dakota (ASBSD)

Impacted Schools of South Dakota (ISSD)

Military Impacted Schools Association (MISA)

Military Interstate Children's Compact Commission (MIC3)

National Association of Federally Impacted Schools (NAFIS)

Large School Group of South Dakota

Approved the use of electronic signatures for all accounts payable and payroll checks for the 2025-26 school year.

Elementary and Secondary Curriculum and Instruction Items:

Approved the certified stipend rate: \$60.00 for half day; \$120.00 for full day.

Approved high school department head stipend rate of \$1,500 for the 2025-26 school year.

Acknowledged the Indirect Cost rates for the 2025-26 school year are not available at this time.

Superintendent Items:

Authorized the Superintendent and/or his designee to travel to locations that are necessary for the operation of the school district.

Approved the following Resolution for the 2025-26 school year:

WHEREAS, the Superintendent of Schools is required to attend meetings and events necessary for the operations of the school district, both in-district and in the local area;

THEREFORE BE IT RESOLVED that the Douglas Board of Education will provide the Superintendent with a \$100 per month allowance for in-district and local travel, paid quarterly; in addition, travel outside of Rapid City will be reimbursed at the GSA POV mileage rate and processed quarterly.

Operational Support Services Items:

Authorized the Superintendent or his designee to hire contractual and non-contractual personnel for the school district during the 2025-26 school year, subject to the concurrence of the Board of Education at its next regular meeting after the date of hiring; all contracts shall not be effective or binding until approved by the Board of Education; and approved the use of the automatic signature for all professional contracts to be issued during the 2025-26 school year.

Approved the publication of employee salary amounts for the 2025-26 school year (Attachment).

Approved the following rates for substitute teachers in the Douglas School District for the 2025-26 school year: Certified rate is \$175 per day; and Non-certified rate is \$145 per day.

Authorized the Executive Director of Operational Support services to submit an Intent to Renew Agreement and the 2025-26 Policy for Hot Lunch Program and further to provide a hot lunch program at all levels and a milk program for kindergarten with a schedule of charges as follows:

Student Breakfast	\$2.30
Gr PK-5 Lunch	\$2.80
Gr 6-12 Lunch	\$3.05
Milk	\$0.75
Adult Breakfast	\$2.95
Adult Lunch	\$5.00

Approved the district covering the cost of student reduced-priced meals according to School Board Policy EFB for the 2025-26 school year.

Approved participation in the Delta Dental for Student Dental Accident Insurance program and the South Dakota High School Activities Association (SDHSAA) Student Accident Insurance program for the 2025-26 school year.

Approved district participation in the Emergency School Bus Mutual Assistance Pact for the 2025-26 school year.

Acknowledged an official bus route report will be presented at a future board meeting once enrollment data is finalized at the start of the school year. The District will continue to provide bus transportation for students living more than 2.5 miles from school, in accordance with Board Policy EEA. Per policy, two high-needs areas have been identified.

Items Removed from Consent Agenda:

Motion to approve High School Co-Curricular Admission Rates for the 2025-26 school year: Adult (Out-of-district attendee or family member) rate is \$6.00 per event and student (out-of-

district) Gr 1-12 with ID rate is \$4.00. There is no charge for Douglas students. Annual Douglas School District Family Pass is \$25.00. This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried. Voting Nay: T Welch

Motion to amend the issuance of complimentary activity passes to all employees of the district for the 2025-26 school year and lifetime complimentary activity passes for all retired employees and senior citizens (age 65 and over). This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried.

Motion to adjourn the meeting at 6:47 p.m. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Tanya Gray, President

Trista Olney, Business Manager

_____ Initials

_____ Date

Published once at the total approximate cost of _____.

ADMINISTRATORS SALARIES 2025-2026			
Batteen	Nathan	\$110,617.50	ASST PRINCIPAL
Case	Kevin	\$182,484.00	SUPERINTENDENT
Clark	Jeannie	\$122,745.00	PRINCIPAL
Cowen	Stacey	\$116,985.00	PRINCIPAL
Crosswait	Courtney	\$125,000.00	EXECUTIVE DIREC
Gholson	Sean	\$112,192.50	ASST PRINCIPAL
Haaland	Joshua	\$107,467.50	DIRECTOR
Kosters	Timothy	\$127,500.00	EXECUTIVE DIREC
Nielsen	Tori	\$95,421.00	DEAN OF STUDENT
Olney	Trista	\$144,093.00	BUSINESS MANAGE
Pettit	Ann	\$146,600.00	EXECUTIVE DIREC
Sandal	Shanna	\$114,712.50	PRINCIPAL
Voegeli	Beau	\$117,755.00	PRINCIPAL
Volesky	Troy	\$116,707.50	PRINCIPAL
Waltman	Monica	\$126,183.75	DIRECTOR

CERTIFIED STAFF SALARIES 2025-2026			
Aberle	Taryn	\$55,200.00	FC 3rd Grade
Abreu	McKenzie	\$57,450.00	BC 2nd Grade
Alfson	Erin	\$58,950.00	MS 8th Math
Anderson	Kayla	\$61,700.00	FC 3rd Grade
Anderson	Kjerstin	\$66,950.00	BC SLP
Anderson	Taryn	\$55,950.00	BC Kindergarten
Anderson	Zelda	\$63,950.00	FC instructional Instructional Leader
Apland	Christie	\$60,950.00	FC 3rd Grade
Arnold	Shelby	\$58,200.00	FC Kindergarten
Ashley	Lorilyn	\$77,700.00	BC 2nd Grade
Awe	Amanda	\$70,950.00	HS Language Arts
Back	Joe	\$58,950.00	MS Sped TOSA Case Manager
Badura	Judith	\$77,700.00	FC 2nd Grade
Baragar	Cathy	\$77,700.00	MS 8th Studies
Baragar	Tricia	\$73,950.00	VES 4th Grad
Bell	Katie	\$72,700.00	BC Kindergarten
Bennett	Meggie	\$57,450.00	BC 2nd Grade
Blair	Aarika	\$60,950.00	FC Kindergarten
Blair	Leighona	\$63,950.00	MS 6th Arts
Blank	Hayley	\$55,950.00	FC 1st Grade
Boadway	Bianca	\$70,450.00	MS 8th Science

Boeding	Jason	\$73,200.00	HS Industrial Technology
Bok	Cayla	\$54,450.00	BC kindergarten Kindergarten
Bolinger	Bridget	\$63,950.00	VES computer Computer
Brewer	Samantha	\$55,200.00	VES 5th Grade
Bunkowske	Alyssa	\$58,200.00	FC Kindergarten
Burbach	Jenna	\$73,950.00	VES Instructional Leader
Burriss	Kirsten	\$62,450.00	BC Prek
Byrd	Andrea	\$77,700.00	FC Special Education
Caldwell	Jace	\$71,700.00	MS Physical Education
Caron	Amy	\$63,950.00	HS Special Education
Carroll	David	\$77,700.00	BC Instructional Leader
Chapman	Lorilyn	\$63,950.00	VES 4th Grade
Clark	Brook	\$60,950.00	MS Special Education
Clark	Karline	\$75,450.00	HS Work Based Learning
Clauson	Brenda	\$77,700.00	HS Math
Coates	Kelly	\$71,700.00	HS Math
Colicheski	Karley	\$72,200.00	CARR Sped TOSA Case Manager
Colpitts	Kourtney	\$69,200.00	CARR SLP
Cook	Kimberly	\$77,700.00	Hs Librarian
Corbin	Allyson	\$38,478.06	FC 1st Grade
Cordell	Hope	\$55,200.00	BC Kindergarten
Cote	Kyla	\$63,950.00	BC 1st Grade
Crofut	Sheryl	\$68,950.00	HS Computer
Crooks	Theresa	\$77,700.00	CARR Special Education
Crow	Hannah	\$55,200.00	BC 2st Grade
Cundall	Marcy	\$67,700.00	BC 1st Grade
Curran	Michael	\$59,700.00	HS Computer
Curry	Donna	\$68,200.00	MS 6th Social Studies
Daugherty	Dale	\$62,700.00	MS Instructional Leader
Daum	Lynette	\$66,200.00	BC Music
Denekamp	Cathleen	\$77,700.00	VES 4th Grade
Deruyter	Jonathan	\$54,450.00	VES 5th Grade
Dettman	James	\$75,450.00	MS 7th Math
Develder	Kate	\$55,200.00	FC 2nd Grade
Devries	Brooklyn	\$58,700.00	MS Reading
Dewey	Susan	\$77,700.00	MS Family Consumer Science
Deyo	Lyndsay	\$72,450.00	BC 3rd Grade
Distel	Brett	\$60,450.00	MS 6th Math
Doyle	Michaela	\$59,700.00	VES Music

Duvall	Amanad	\$58,200.00	MS Student Success Coach
Elder	Erick	\$75,450.00	MS 7th Social Studies
Enright	Holly	\$64,700.00	HS Science Science
Erlandson	Amy	\$62,700.00	HS Social Studies
Feiler	Jennifer	\$58,200.00	FC 2nd Grade
Ferdinand	Alexander	\$59,700.00	HS Personal Finance/Alt. Ed
Ferdinand	Jacob	\$74,700.00	FC Physical Education
Ferguson	Nicholas	\$73,200.00	HS Technology
Finney	Laressa	\$61,700.00	FC 2nd Grade
Floyd	Dane	\$65,450.00	BC 2nd Grade
Fox	Krystle	\$58,200.00	BC Sped Case Manager
Glandt	Margery	\$77,700.00	BC 2nd Grade
Good	Gracie	\$55,950.00	MS Special Education
Good	Holly	\$77,700.00	CARR Special Education
Gotta	Olivia	\$43,542.86	FC 1st Grade
Graziano	Jordan	\$64,700.00	BC 3rd Grade
Grindle	Arianna	\$55,950.00	HS Language Arts
Grover	Jennifer	\$73,950.00	MS World Language
Hager	Summer	\$66,950.00	MS 7th Science
Hamer	Cassie	\$55,950.00	MS special Education
Hamer	Jesse	\$66,700.00	HS Student Success Coach
Hamil	Richard	\$76,200.00	Band Teacher
Harrington	Robert	\$76,950.00	HS Math
Hartley	Melissa	\$76,200.00	VES 4th Grade
Heier	Kaitlin	\$61,200.00	HS Math
Heinrich	Shannon	\$77,700.00	HS Art
Hencke	Tammy	\$77,700.00	BC Instructional Leader
Herder	Leon	\$55,950.00	HS Science
Herren	Michael	\$58,950.00	HS Science
Hill	Hannah	\$54,450.00	VES 4th Grade
Hoeke	Katherine	\$53,700.00	MS Special Education
Hoellein	Cassidy	\$56,700.00	FC 1st Grade
Hop	Cassidy	\$55,950.00	BC Special Education
Horan	David	\$62,700.00	HS Art
Horan	Sherri	\$76,950.00	HS Counselor
Howard	Matthew	\$65,950.00	MS 8th Science
Howie	Holly	\$63,950.00	HS Family Consumer Science
Humke	John	\$77,700.00	HS Physical Education
Hunter-Baker	Sarah	\$70,450.00	MS 8th Math

Jastorff	Hillary	\$69,700.00	CARR Special Education
Johnson	Emma	\$53,700.00	FC Kindergarten
Johnson	George	\$55,950.00	BC Physical Education Teacher
Johnson	Isabelle	\$55,200.00	BC kindergarten Kindergarten Teacher
Johnson	Maranda	\$66,200.00	VES 5th Grade Teacher
Kearns	Kimberly	\$66,200.00	FC S TOSA Sped Case Manager
Keel	Natasha	\$58,950.00	VES Special Education
Keen	John	\$76,950.00	HS Social Studies
Keller	Shannon	\$70,950.00	HS Special Education
Kennedy	Cari	\$74,700.00	MS Computer
Kielhold	Nancy	\$82,950.00	CARR SLP
Kingi	Marlin	\$63,200.00	MS Title Indian Ed
Knottnerus	Kristine	\$66,700.00	BC Special Education
Knutson	Nicholas	\$77,700.00	MS Physical Education
Koch	Matthew	\$60,450.00	HS Science
Kowaleski	Aaron	\$72,450.00	MS 8th Studies
Labine	Kristyn	\$59,450.00	MS 7th Math
Ladwig	Amanda	\$64,700.00	MS Special Education
Ladwig	Travis	\$69,700.00	MS 7th Arts
Langer	Kayla	\$63,200.00	VES 5th Grade
Leigh	Janee	\$72,450.00	MS 8th Language Artes
Lewis	Sarah	\$60,450.00	FC PreK
Lipp	Tara	\$76,950.00	CARR Behavior Interventionist
Loescher	Kristen	\$64,700.00	CARR Special Education
Ludwig	Grant	\$53,700.00	HS Social Studies
Lundquist	Steven	\$53,700.00	CARR Xped Case Manager
Lytle	Courtney	\$65,355.49	FC Instructional Leader
Mamula	Shalee	\$55,950.00	BC 1st Grade
Marler	Brandi	\$75,450.00	VES 5th Grade
Martenson	Cherrie	\$77,700.00	HS Science
Marty	Brianna	\$72,450.00	BC 3rd Grade
Mays	Rondal	\$66,200.00	VES 5th Grade
Mccormick	Denise	\$77,700.00	VES 5th Grade
Mcfarland	Kyle	\$61,950.00	VES 5th Grade
Mcfarland	McK susanne	\$73,950.00	FC 1st Grade
Mcintire	Daniel	\$65,450.00	HS World Language
Mckernan	Darla	\$70,450.00	VES Special Education
Meade	Lorie	\$77,700.00	VES 5th Grade
Meisman	Shawna	\$58,950.00	MS Reading

Melton	Jody	\$79,450.00	BC/FC SLP
Militello	Kevin	\$70,950.00	MS 7th Science
Miller	Travis	\$77,700.00	HS Physical Education
Mills	Jodi	\$66,200.00	BC 1st Grade
Mitchell	Rani	\$71,450.00	HS Counselor
Monize	Ainsley	\$83,700.00	MS/HS SLP
Mraz	Kathy	\$63,950.00	HS Language Arts
Mraz	Tony	\$71,950.00	HS language Arts
Munoz	Michael	\$70,950.00	MS 6th Science
Murray	Caitlin	\$56,700.00	HS Language Arts
Murray-Vernon	Lisa	\$77,700.00	BC Special Education
Nelson	Betsy	\$75,450.00	MS Instructional Leader
Nelson	Shireen	\$77,700.00	VES 5th Grade
O'Connell	Theresa	\$77,700.00	FC Art
O'Daniel	Megan	\$76,200.00	BC Instructional Leader
Oleson	Alice	\$67,700.00	FC Music
Olson-Canaan	Chandra	\$77,700.00	BC Counselor
Owen	Melissa	\$76,950.00	CARR Behavior Interventionist
Palmer	Brian	\$71,700.00	MS Art
Parker-Greer	Beverly	\$77,700.00	CARR Title III EL
Pataky	Anthony	\$63,950.00	BC 3rd Grade
Perez	Karissa	\$61,700.00	CARR Family Services Worker
Perkins	Brandy	\$66,200.00	FC 2nd Grade
Pilgrim	Adam	\$63,950.00	HS Language Arts
Quimby	Rachel	\$76,200.00	MS 6th Math
Randall	Jennifer	\$53,700.00	BC Prek
Rathert	Sherri	\$70,450.00	HS Math
Reimer	Sarah	\$82,950.00	FC SLP
Reinert	Kaylle	\$55,200.00	MS Counselor
Reinke	Alison	\$63,950.00	FC Kindergarten
Reitz	Nicole	\$84,450.00	VES SLP
Richter	Sherry	\$77,700.00	FC 2nd Grade
Riisnaes	Catherine	\$65,450.00	VES Special Education
Rivera	Kayla	\$63,200.00	FC 1st Grade
Roberts	Heidi	\$75,450.00	VES Counselor
Rosetter	Luann	\$77,700.00	MS Band
Rossow	Angela	\$77,700.00	VES Sped Tosa Case Manager
Rowe	Amy	\$76,200.00	HS Science
Rudebusch	Emily	\$60,200.00	MS 6th Science

Schmidt	Loretta	\$76,200.00	HS Social Studies
Schmidt	Zion	\$71,700.00	VES 4th Grade
Schultz	Rochelle	\$59,700.00	HS Art
Schwiesow	Melissa	\$75,450.00	VES Instructional
Scott	Lindsay	\$76,950.00	MS Music
Sever	Sarah	\$73,200.00	BC Instructional Leader
Sieveke	Shelby	\$58,950.00	FC Instructional Leader
Simmons	Nicole	\$56,700.00	MS 6th Arts
Sisk	Melissa	\$63,950.00	FC Special Education
Sivertsen	Sheila	\$76,200.00	VES 4th Grade
Smith	Mary	\$72,450.00	VES 4th Grade
Smith	Rachel	\$75,450.00	VES 4th Grade
Sotelo	Tasa	\$55,950.00	BC Kindergarten
Stanford	Angela	\$77,700.00	MS 7th Arts
Steffens	MckTanya	\$58,950.00	HS special Education
Steffy	Theresa	\$67,700.00	BC/FC Music
Steiger	Megan	\$70,450.00	HS Sped Tosa Case Manager
Stelzig	Jennifer	\$77,700.00	HS Band/Music
Stiles	Denise	\$76,950.00	CARR Special Education
Summers	Kaitlin	\$60,950.00	BC 3rd Grade
Sutliff	Patrick	\$58,700.00	FC Counselor
Taylor	Amber	\$73,950.00	MS 7th Studies
Thomas	Tiffany	\$66,200.00	FC 1st Grade
Tribby	Courtney	\$75,450.00	HS Physical Education
Truitt	Allie	\$34,225.00	CARR SLP
Vahlberg	Tonia	\$72,450.00	HS special Education
Vaillancourt	Heather	\$74,700.00	FC Instructional Instructional Leader
Vandersnick	Tessa	\$53,700.00	MS 8th Arts
Varilek	Rebekah	\$58,950.00	BC Physical Education
Vaughn	Ann	\$62,450.00	HS Language Arts
Waddell	Kelli	\$59,700.00	VES 4th Grade
Wagner	Jada	\$55,950.00	FC 3rd Grade
Walton	Jesse	\$60,950.00	BC Art
Warren	Charlotte	\$59,450.00	MS Counselor
Waterson	Kerry	\$62,450.00	FC 3rd Grade
Weber	Shae	\$70,950.00	MS 6th Studies
Wieman	Christopher	\$72,700.00	HS Social Studies
Wieman	Marlee	\$67,700.00	FC Kindergarten
Williams	Jamie	\$76,200.00	VES Student Success Coach

Williams	Sarah	\$63,950.00	BC 1st Grade
Wimp	Jeffery	\$61,200.00	VES Physical Education
Wren	Catherine	\$60,950.00	BC 1st Grade
Yanez	Sarah	\$63,200.00	FC Special Education

CLASSIFIED STAFF SALARIES 2025-2026

Aageson	Brandi	\$17.75	Instructional Aide
Ader	Jessica	\$16.25	Food Service
Altman	Heather	\$17.00	Instructional Aide
Ames	Theresa	\$17.00	Transportation
Aukerman	Brandy	\$23.75	Secretarial
Auriemma	Kathleen	\$23.00	Instructional Aide
Baughman	Catherine	\$17.75	Food Service
Biberdorf	Stacey	\$22.25	Instructional Aide
Black Bear	Rosemary	\$24.00	Transportation
Bowman	Jerry	\$44.69	Transportation Coordinator
Bradstream	George	\$27.75	Technology
Bredberg	Micah	\$23.75	Custodial/Maintenance
Bright	Livvy	\$18.50	Instructional Aide
Brown	Karina	\$17.75	Food Service
Brown	Kristi	\$21.50	Secretarial
Brown	Michelle	\$23.00	Instructional Aide
Brown	Sara	\$23.00	Instructional Aide
Bruce	Terry	\$18.50	Custodial/Maintenance
Buchholz	Sarah	\$21.50	Instructional Aide
Burgerhout	Johanna	\$17.75	Food Service
Canaan	Randal	\$17.75	Instructional Aide
Carlson	Corinna	\$33.25	Technology
Christ	Kevin	\$17.75	Instructional Aide
Clark	Michael	\$20.75	Secretarial
Collins	Jennifer	\$23.00	Instructional Aide
Compton	Shawn	\$44.01	Technology Coordinator
Conley	Brooklyn	\$17.00	Instructional Aide
Connor	Shawn	\$21.50	Custodial/Maintenance
Corbett	Larry	\$27.00	Transportation
Crow	Darling	\$36.75	Nurse
Crowther	Pamela	\$17.00	Instructional Aide
Davis	Elizabeth	\$19.25	Instructional Aide

Davis	Tamara	\$23.25	Transportation
Derflinger	Calie	\$22.25	Instructional Aide
Dierkhising	Jill	\$20.75	Instructional Aide
Donovan	Jessica	\$17.00	Lunchroom Aide
Dreier	Jennifer	\$18.50	Instructional Aide
Eggers	Cassandra	\$16.25	Transportation
Emeline	Kayse	\$18.50	Instructional Aide
Encke	Lisa	\$20.00	Instructional Aide
Favinger	Dana	\$27.50	Transportation
Fox	Rebecca	\$18.50	Secretarial
Frantz	Theresa	\$17.00	Instructional Aide
Frerichs	Barbara	\$21.50	Lunchroom Aide
Gabriel	Beverly	\$25.50	Transportation
Garner	Jennifer	\$42.96	Food Services Coordinator
Gaudino	Jessica	\$38.25	Nurse
Gerlach	Audrey	\$24.00	Transportation
Giesey	Gina	\$22.25	Food Service
Giesey	Kevin	\$21.50	Custodial/Maintenance
Harrington	Juanita	\$23.75	Receptionist
Hardy	Merissa	\$16.25	Food Service
Harmes	Erin	\$17.00	Student/Teacher Internship
Harris	Shanna	\$19.25	Lunchroom Aide
Hayes	Dominique	\$17.00	Instructional Aide
Heinrich	Robin	\$16.25	Instructional Aide
Heisler	Jacqueline	\$20.00	Lunchroom Aide
Hellman	Shawnee	\$17.75	Secretarial
Hinzman	Denea	\$19.25	Food Service
Hodo	Lydiette	\$17.75	Instructional Aide
Hollan	Debra	\$28.50	Personnel
Holsworth	Kara	\$36.75	Nurse
Horan	Billie	\$17.75	Instructional Aide
Huebner	Tammy	\$24.50	Secretarial
Hughes	Robert	\$25.50	Transportation
Huseby	Chelsie	\$19.25	Instructional Aide
Ives	Beth	\$23.50	Instructional Aide
Johnson	Amanda	\$26.25	Accounting
Johnson	April	\$35.25	Nurse
Johnson	Brenda	\$30.20	Transportation
Johnson	James	\$21.50	Custodial/Maintenance

Johnson	Jennifer	\$19.25	Instructional Aide
Johnson	Mason	\$18.50	Custodial/Maintenance
Johnson	Patrick	\$18.50	Custodial/Maintenance
Keester	Amy	\$23.75	Secretarial
Kenoyer	Rebecca	\$23.00	Secretarial
Keyser	Teresa	\$23.00	Instructional Aide
Knapp	Monica	\$22.25	Instructional Aide
Knight	Traci	\$21.50	Secretarial
Knodel	Marilyn	\$23.00	Secretarial
Knudson	Kaylee	\$19.25	Instructional Aide
Koch	Jerrold	\$23.75	Custodial/Maintenance
Koch	Tammi	\$27.00	Transportation
Kochutin	Anita	\$23.50	Instructional Aide
Koehler	Bridget	\$23.75	Secretarial
Koper	Gabriel	\$17.00	Student Intern
Kowaleski	Laurie	\$18.50	Instructional Aide
Kuenkel	Tara	\$22.25	Instructional Aide
Lawler	Caydean	\$23.00	Custodial/Maintenance
Leak	Amanda	\$18.50	Instructional Aide
Lee	Tina	\$17.75	Lunchroom Aide
Long	Floyd	\$23.75	Custodial/Maintenance
Long	Theresa	\$21.50	Food Service
Louangrath	Malaysya-Reegan	\$17.00	Transportation
Luke	Shanice	\$16.25	Food Service
Lurz	Sherry	\$31.50	Accounting
Mackaben	Annette	\$18.50	Instructional Aide
Manning	Susan	\$23.00	Warehouse Assistant
Maramag	Fern	\$17.75	Instructional Aide
Markert	Ann-Louise	\$19.25	Instructional Aide
Mcauliffe	Jamie	\$17.75	Food Service
McConnehey	Austin	\$18.50	Custodial/Maintenance
McPherson	Jackie	\$31.50	Secretarial
Medina	Christie	\$20.75	Food Service
Meier	Sandra	\$20.00	Lunchroom Aide
Messmer	Angela	\$18.50	Food Service
Meverden	Kayla	\$27.75	Technology
Miller	Amanda	\$22.25	Secretarial
Miller	Helen	\$18.50	Food Service
Milliken	Angela	\$20.00	Custodial/Maintenance

Milliken	Theresa	\$17.75	Custodial/Maintenance
Morgan	Tabatha	\$16.25	Lunchroom Aide
Morrow	Michael	\$76.14	ROTC Instructor
Murphy	Andrea	\$22.25	Instructional Aide
Musfelt	Trent	\$20.00	Custodial/Maintenance
Nelson	Elizabeth	\$17.75	Instructional Aide
Nelson	Tammy	\$26.25	Transportation
Neuschwander	Kayla	\$16.25	Food Service
Oakley	Stephanie	\$18.50	Instructional Aide
Oberlander	Leona	\$23.00	Secretarial
Oberlander	Sheryll	\$21.50	Food Service
Olson	Lisa	\$23.00	Instructional Aide
Osten	Carol	\$27.00	Technology
Page	Jessica	\$17.75	Instructional Aide
Paris	Monica	\$20.75	Instructional Aide
Peterson	Jarred	\$31.25	Custodial/Maintenance
Petrovich	Karie	\$24.00	Transportation
Pitts	Gered	\$17.75	Food Service
Pitts	Loghan	\$17.00	Instructional Aide
Porubensky	Brandon	\$21.50	Custodial/Maintenance
Pounds	Jennifer	\$23.25	Transportation
Prange	Lexi	\$27.75	Speech Assistant
Prentice	Chonda	\$19.25	Food Service
Prestjohn	Jessica	\$19.25	Secretarial
Priest	Thomas	\$27.00	Custodial/Maintenance
Prpich	Laurie	\$23.00	Secretarial
Pryor	Chelsea	\$17.75	Instructional Aide
Quigley	Colleen	\$21.50	Lunchroom Aide
Rencountre	Laura	\$17.75	Food Service
Riggs	Natalie	\$18.50	Instructional Aide
Roberts	Ethan	\$20.00	Custodial/Maintenance
Roberts	Jacqueline	\$17.75	Instructional Aide
Rontti	Kacie	\$17.00	Instructional Aide
Ross	Wendy	\$27.75	Accounting
Savage	Grant	\$27.00	Transportation
Savage	Laura	\$24.75	Transportation
Schmid	Carmen	\$17.00	Instructional Aide
Schroeder	Patti	\$16.25	Transportation
Schuch	Allison	\$17.75	Secretarial

Sedano	Marissa	\$18.50	Custodial/Maintenance
Senft	Amanda	\$18.50	Instructional Aide
Short	Kacey	\$16.25	Food Service
Sinclair	Mary	\$19.25	Security
Sires	Larae	\$18.50	Instructional Aide
Small	Rena	\$20.00	Secretarial
Smith	Kaylin	\$18.50	Secretarial
Smith	Terri	\$27.00	Transportation
Smith	Timothy	\$22.25	Custodial/Maintenance
Snarski	Edwin	\$25.50	Transportation
Soelzer	Megan	\$17.00	Instructional Aide
Stewart	Chester	\$51.22	ROTC Instructor
Stewart	Monica	\$17.00	Lunchroom Aide
Stolicker	Gina	\$20.75	Instructional Aide
Stukerjurgan	Luann	\$21.50	Registrar
Sturgis	Lorelei	\$18.50	Instructional Aide
Sukut	Greta	\$19.25	Instructional Aide
Thompson	Lisa	\$23.00	Secretarial
Timblin	Bonny	\$23.25	Transportation
Triplet	Melissa	\$20.00	Secretarial
Ulrich	Marla	\$18.50	Instructional Aide
Ulrich	Timothy	\$23.00	Custodial/Maintenance
Underwood	Lauren	\$17.00	Lunchroom Aide
Usera	Nichole	\$20.00	Food Service
Vaughn	Pamela	\$23.75	Secretarial
Vetch	Eric	\$18.50	Instructional Aide
Violet	Leslie	\$23.00	Instructional Aide
Walker	James	\$25.50	Technology
Waltman	Jace	\$47.17	Buildings & Grounds Coordinator
Waltman	Maarin	\$17.75	Instructional Aide
Warren	Barbara	\$21.50	Lunchroom Aide
White	Alexa	\$42.59	Communications Coordinator
White	Kimberly	\$17.75	Lunchroom Aide
Whithorne	Patricia	\$17.00	Instructional Aide
Wylie	Rebecca	\$20.75	Secretarial
Ysidro	Janine	\$19.25	Instructional Aide

**DOUGLAS SCHOOL DISTRICT
PERSONNEL ACTION 08/11/2025**

Certified Academic Study-Tuition Reimbursement

Kristyn LaBine	\$3,300.00
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Classified Service Factor Bonus

Name	Position/Years	Amount	Dates of Service
Angela Messmer	Food Services / 5 Yrs	\$222.62	8/14/20 - 8/14/25
Rena Small	Admin. Asst. 1 / 5 Yrs	\$293.18	8/3/20 - 8/3/25
Robert Hughes	Bus Driver / 5 Yrs	\$129.89	8/17/20 - 8/17/25
Monica Knapp	Instr. Aide / 10 Yrs	\$660.60	8/21/15 - 8/21/25
Bridget Koehler	Admim. Asst. 2 / 15 Yrs	\$1,071.45	8/2/10 - 8/2/25

Certified Resignations/Terminations

Name	Position	Location	Effective Date	
Alex Ferdinand	Altnerative Ed/ Personal Finance	Altnerative Ed/ Personal Finance	7/28/2025	Access Liquidated Damages
** Kyle McFarland	5th Grade Teacher	VES	8/11/2025	Assess Liquidated Damages

Classified Resignations/Terminations

Name	Position	Location	Effective Date
Maarin Waltman	Instructional Aide	BC	8/1/2025
Livvy Bright	Instructional Aide	MS	7/14/2025
Beth Ives	Library Aide	BC/FC	7/31/2025
Alex Ferdinand	Head Football Coach	HS	7/28/2025
Kraig Blomme	Asst Boys BB Coach	HS	7/29/2025
Chelsea Pryor	Instructional Aide	FC	7/31/2025
Cassandra Eggers	Bus Driver	Trans	7/29/2025
Patricia Withorne	Instructional Aide	Carr	7/14/2025
Chelsea Pryor	Instructional Aide	FC	7312025
Jason Boeding	Asst. Track and Field	HS	2025-2026
Kelly Bachman	Library Aide	BC/FC	8/6/2025
Tamara Davis	Bus Driver	Trans	8/4/2025
Bonny Timblin	Bus Driver	Trans	8/7/2025

Certified Voluntary Transfer Request/ Assignments

Name	From Bldg/Position	To Bldg/Position	Effective Date
Monica Paris	MS/Sped Teacher	MS/Instructional Aide	2025-2026

Certified Staff Hiring

Name	Location / Position	Wage	Effective Date
Jenny Jensen	VES/5th Grade	\$57,450.00	2025-2026
Michele Mlinar	MS/Sped Teacher	\$58,900.00	2025-2026
Kathy O'Connor	HS/Sped Teacher	\$68,950.00	2025-2026
Robert Smith	HS/Math and CTE	\$56,700.00	2025-2026
Caitlin Pierson	HS/Social Studies (Temp)	\$53,700.00	2025-2026

Classified Staff Hiring

Name	Location / Position	Wage	Effective Date
Ashley Clark	BC / Instructional Aide	\$17.00	2025/2026
Darrell One Horn	Trans / Bus Driver	\$21.75	2025/2026

	Rodney Beeks	Trans and Grounds	\$21.75	2025/2026	
	Kelly Bachman	BC & FC / Library Aide	\$17.75	08/05/2025	
	Earon Cooper	Trans / Bus Driver	\$21.75	2025/2026	
	Jody Smithwick	FC / Instructional Aide	\$17.75	2025/2026	
	Susan Cole	VES / Lunchroom Aide	\$15.50	2025/2026	
	Thomas Hall	Trans / Bus Aide	\$15.50	2025/2026	

Temporary Hires

	Name	Position	Salary	Effective Date	
	Garrett Jamison	HS Asst Football Coach	\$4,403.00	2025-2026	
	Karline Clark	HS Educator Rising	\$1,235.00	2025-2026	

Substitute Hires

	Name	Substitute Teacher	Substitute Classified	Effective Date	
	Bridgette Thompson	Substitute Teacher	Per Substitute Pay Rate	8/12/2025	
	Kevin Van Cleave	Substitute Teacher	Per Substitute Pay Rate	8/13/2025	
	Heidi Laing	Substitute Teacher	Per Substitute Pay Rate	8/14/2025	
	Vincent Amerena	Substitute Teacher	Per Substitute Pay Rate	8/15/2025	
	Riley Perry	Substitute Teacher	Per Substitute Pay Rate	8/12/2025	
	Elaina Nelson	Substitute Teacher	Per Substitute Pay Rate	8/12/2025	
	Tammy Hamer	Substitute Teacher	Per Substitute Pay Rate	8/12/2025	
	Minkel Taylor	Substitute Teacher	Per Substitute Pay Rate	8/12/2025	

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

June 1, 2025 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 05/31/25	(238,646.33)	737,279.14	2,339,728.39
RECEIPTS:			
TAXES	118,078.35	88,382.15	43,925.23
INTEREST	1,351.66	0.00	0.00
ADMISSIONS	400.00	0.00	0.00
LOCAL	647.08	0.00	0.00
COUNTY	15,743.52	306.00	0.00
STATE	1,370,201.75	0.00	305,997.00
FEDERAL	0.00	0.00	45,563.54
OTHER	820.00	17.25	0.00
INTERFUND TRAN.	14,715.47	1,137,232.51	0.00
TOTAL RECEIPTS:	1,521,957.83	1,225,937.91	395,485.77
DISBURSEMENTS:			
VERIFIED CLAIMS	481,073.10	30,891.45	49,078.71
SALARIES	1,850,199.56	0.00	405,909.98
TRANSFERS OUT			
BALANCE 06/30/25	(1,047,961.16)	1,932,325.60	2,280,225.47
BALANCE 06/30/24	(1,186,029.47)	659,202.01	2,273,138.52

June 1, 2025 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 05/31/25	843,851.24	48,686.70
RECEIPTS:		
LOCAL		
STATE		
FEDERAL	0.00	0.00
REIMBURSEMENTS	279,154.18	
OTHER (LOCAL) -AFROTC	0.00	0.00
INTERFUND TRAN.		
TRANSFER IN		
TOTAL RECEIPTS:	279,154.18	0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	0.00	0.00
SALARIES	80,047.84	0.00
TRANSFERS OUT	1,146,190.62	
BALANCE 06/30/25	(103,233.04)	48,686.70
BALANCE 06/30/24	(4,050,001.39)	49,497.51

June 1, 2025 FINANCIAL	DEP CARE	MEDICAL REIMB	IMPACT AID
BALANCE 05/31/25	1,994.70	911.45	33,574,554.54
RECEIPTS:			
INTEREST	0.00	0.00	14,715.47
FEDERAL	0.00	0.00	21,398.00
LOCAL	1,585.16	3,566.30	0.00
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	1,585.16	3,566.30	36,113.47
DISBURSEMENTS:			
VERIFIED CLAIMS	1,387.52	1,625.49	0.00
EXPENDITURES/TRANSFERS OUT	0.00	0.00	14,715.47
BALANCE 06/30/25	2,198.34	2,852.26	33,595,952.54
BALANCE 06/30/24	2,105.74	505.03	61,510,539.54

June 1, 2025 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS
BALANCE 05/31/25	122,151.91	253,999.69
RECEIPTS:		
INTEREST		
SALES	270.20	0.00
STATE	0.00	0.00
FEDERAL	0.00	0.00
LOCAL	1,563.38	52,684.70
OTHER	2,769.57	
INTERFUND TRAN.		
LOANS		
TOTAL RECEIPTS:	4,603.15	52,684.70
DISBURSEMENTS:		
VERIFIED CLAIMS	36,754.81	31,310.95
SALARIES	77,967.75	0.00
BALANCE 06/30/25	12,032.50	275,373.44
BALANCE 06/30/24	210,044.71	300,247.65

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
A & B WELDING SUPPLY COMPANY INC.	185940	X	52.60
A TO Z SHREDDING	185941	X	697.14
ACE STEEL & RECYCLING, INC.	185942	X	227.25
AMAZON.COM	185943	X	1,047.09
ANCORA PUBLISHING	186037		1,444.50
ASBSD	186039		4,721.79
ASCD	186040		238.00
ATLANTIS LLC DBA THE BOX ELDER EVENT	186041		1,000.00
Auto Value Parts Store Rapid City	186042		1,323.26
BEST WESTERN PLUS RAMKOTA HOTEL	185945	X	428.00
BIO CORPORATION	186044		722.39
BLACK HILLS CHEMICAL CO	186045		16,767.04
BLACK HILLS MOBILITY LLC	186046		484.00
BLACK HILLS SPORTS OFFICIALS ASSOCIATION	186048		650.00
BLACK HILLS URGENT CARE	186049		100.00
BLICK ART MATERIALS	186050		7,331.33
BOSS LASER, LLC	186051		314.27
BOX ELDER HARDWARE	186052		359.63
BRIGHTLY SOFTWARE	186053		5,493.33
BROWN'S SMALL ENGINE REPAIR	186054		3,578.00
CARDIO PARTNERS INC	186055		5,032.00
CAROLINA BIOLOGICAL SUPPLY COMPANY	186056		240.63
CASE, KEVIN	186057		1,824.40
CENTURY BUSINESS	186058		15,667.00
CITY OF BOX ELDER	186060		9,418.71
COLUMN SOFTWARE PBC	186061		716.28
COMMITTEE FOR CHILDREN	186062		11,112.00
COMMUNITY PLAYTHINGS	186063		525.00
COMPASS	185948	X	4,350.00
COUNCIL ON COLLEGE ADMISSION IN SD	186064		110.00
CREATIVE EDUCATION SERVICES	186065		215.00
DAKOTA BUS SERVICE, INC.	185950	X	4,930.00

DISCOVERY EDUCATION	186067		9,000.00
DLD TECHNOLOGIES CORPORATION	186068		25,322.25
DOUGLAS PETTY CASH	186069		1,535.00
Dynamism	186070		258.95
EDLIO INC	186071		7,920.00
EMC INSURANCE COMPANIES	185952	X	2,302.00
EVERGREEN OFFICE PRODUCTS	186072		25,356.89
FENWORKS, INC.	186073		1,250.00
FIDUCIARY ACCOUNT	186074		4,590.10
FLINN SCIENTIFIC INC	186075		3,050.84
FLOYD'S TRUCK CENTER	186076		13,773.83
GEYER INSTRUCTIONAL AIDS INC	186077		287.10
GRAINGER, INC	186079		575.14
GRIMMS PUMP SERVICE, INC.	186080		690.68
HAL LEONARD	186082		299.00
HIGH POINT NETWORKS, LLC	185956	X	1,371.80
HILLYARD INC	186084		4,712.05
HUDL	186085		12,200.00
IMAGINE LEARNING LLC	186086		24,246.20
INFINITE CAMPUS	186087		16,538.20
INNOVATIVE OFFICE SOLUTIONS	186088		3,139.80
KIEFFER SANITATION, INC.-AUTO PAY	254		2,797.10
LEXIA VOYAGER SOPRIS LEARNING INC	186090		15,522.00
LODGE AT DEADWOOD, THE	185962	X	1,200.00
LYNN JACKSON SHULTZ & LEBRUN PC INC	186091		1,203.00
MARSH & MCLENNAN AGENCY LLC	185965	X	91,972.20
MCGRAW HILL SCHOOL EDUCATION	186092		2,458.64
MENARDS	186093		230.33
MG OIL COMPANY, INC.	186094		1,964.19
MIDCONTINENT COMMUNICATIONS- AUTO PAY	250		1,387.94
MIDWEST CONNECT	186095		156.00
MISA-MCSAS	186096		6,000.00
MONTANA DAKOTA UTILITIES COMPANY, INC.	253		1,291.20

MOSYLE CORPORATION	186097		6,600.00
MYSTERY SCIENCE IN.C	186098		1,999.00
NAESP	186099		259.00
NAFIS	186100		4,610.28
NAVIGATE 360, LLC	186101		2,945.89
OLNEY, TRISTA	186103		336.18
OLSON TOWING	185970	X	328.30
PLANBOOK	186104		960.00
POMP'S TIRE	186105		240.32
POWER HOUSE	186106		280.20
PRESSURE SERVICES INC	185972	X	241.50
PROPHET CORPORATION DBA GOPHER, THE	186108		2,117.28
QPR INSTITUTE	186109		100.00
QUADIENT	186110		182.85
REALLY GOOD STUFF, INC.	186111		219.96
REGION IV ADMINISTRATORS	186112		500.00
RENEY'S BG SERVICES	185976	X	4,194.45
RIO GRANDE	186114		463.18
RISK ADMINISTRATION SERVICES INC	186115		25.00
RIVERSIDE TECHNOLOGIES INC	186116		5,300.00
SANFORD HEALTH OCCMED	186117		70.00
SANORBIX, LLC	186118		3,569.00
SCHOLARBUYS	186121		2,500.00
SCHOOL NURSE SUPPLY	186122		938.07
SCHOOL SPECIALTY INC.	186123		3,005.17
SDRS SPECIAL PAY PLAN	186005		15,873.46
SHERWIN WILLIAMS	186126		677.33
SOFTWARE UNLIMITED INC	186129		17,670.00
SOLUTION TREE	186130		53.20
SOUTH DAKOTA DEPARTMENT OF EDUCATION	186131		955.10
STUDER EDUCATION, LLC	186133		1,250.00
SUMMIT COMPANIES	186134		130.00
TEACHER INNOVATIONS INC	186136		448.00

TYLER TECHNOLOGIES	186139		5,925.00
VEX ROBOTICS INC	186142		499.00
VOYAGER FLEET SYSTEMS, INC.	185982	X	651.38
WARNE CHEMICAL & EQUIPMENT, INC.	185983	X	1,189.62
WCEPS	186144		665.00
WEST RIVER ELECTRIC-AUTOPAY	251		1,472.26
WESTERN STATIONERS	186145		238.60
WINNER SCHOOL DISTRICT	186146		5,000.00
GENERAL FUND			480,406.65
APPLE EDUCATION	186038		46,663.50
BECKER'S	186043		2,919.40
CENTURY BUSINESS	185947	X	6,255.48
COMMUNITY PLAYTHINGS	186063		0.00
DISCOUNT SCHOOL SUPPLY	186066		2,746.36
GOLF TEAMS PRODUCTS	186078		2,890.00
GUARDIAN SPORTS	186081		1,225.00
HAUFF MID-AMERICA SPORTS INC.	185955	X	26,259.43
INNOVATIVE OFFICE SOLUTIONS	186088		32,018.50
MCGRAW HILL SCHOOL EDUCATION	186092		32,537.10
PROPHET CORPORATION DBA GOPHER, THE	186108		5,925.31
RIDDELL / ALL AMERICAN SPORTS CORP	186113		17,090.15
RIVERSIDE TECHNOLOGIES INC	186116		208,190.00
SAVVAS LEARNING COMPANY LLC	186120		99,972.37
SECO CONSTRUCTION INC	186125		309,663.00
SWIFTEC INC	186135		123,523.20
TEMPERATURE TECHNOLOGY INC	185980	X	79,640.00
UNIVERSAL ATHLETIC LLC	186140		2,699.43
VALLEY SWEEPING, INC.	186141		213,463.08
CAPITAL OUTLAY			1,213,681.31
ARNOLD, REBEKAH	185944	X	125.00
BLACK HILLS SPECIAL SERVICES COOPERATIVE	186047		3,000.00
CHILDREN'S CARE HOSPITAL & SCHOOL	186059		7,060.00
CROOKS, TERESA	185949	X	2,136.55

DECORY, CAMERON	185951	X	115.00
FIDUCIARY ACCOUNT	186074		5,252.26
HALL, LOLA	185954	X	125.00
HILL, RIVKA	185957	X	100.00
KELLSY, PATRICK	185959	X	125.00
KLAWITTER, MATTHEW	185960	X	125.00
LET'S GO LEARN	186089		7,700.00
LUGARDO, LOGAN	185963	X	125.00
MAHANEY, NATHAN	185964	X	75.00
MONTANO, GAGE	185967	X	100.00
NCS PEARSON, INC.	186102		8,704.14
PRO-ED, INC.	186107		614.90
QUANDT, SAMANTHA	185973	X	125.00
RATWIK, ROSZAK & MALONEY, P.A	185974	X	2,167.50
RED HAIR, JUSTINE	185975	X	110.00
SASD	186119		956.00
SD DEPARTMENT OF HUMAN SERVICES	186124		12,870.60
SHINING PATHWAY ABA, LLS	186127		20,590.00
SMOLIK, TRACE	185978	X	100.00
SOCIAL THINKING PUBLISHING	186128		78.08
SpEd FORMS	186132		5,835.84
SVOBODA, CHEYANNE	185979	X	125.00
TRUITT, ALLIE	185981	X	85.80
WEYMOUTH, JOSHUA	185984	X	125.00
WOOD, NEVAEH	185985	X	125.00
SPECIAL ED			78,776.67
			1,772,864.63
BEST WESTERN PLUS RAMKOTA HOTEL	12793	X	440.00
CASH-WA DISTRIBUTING COMPANY, INC.	12812		11,747.56
COBERLEY, AMY	12795	X	92.75
DOUGLAS PETTY CASH	12813		495.00
GENERAL FUND	12814		43,465.64
INFINITE CAMPUS	12815		6,739.20

PAN-O-GOLD BAKING COMPANY, INC.	12816		268.30
PRAIRIE FARMS	12796	X	10,765.10
REINHART FOOD SERVICE LLC	12818		7,668.02
SERVALL TOWEL & LINEN SUPPLY, INC.	12819		569.04
FOOD SERVICE			82,250.61
AMAZON.COM	50316	X	592.87
BEEF LOGIC, INC.	50321		538.03
CLARK, MICHAEL	50322		2,405.00
DOUGLAS PETTY CASH	50317		1,075.00
FERDINAND, ALEXANDER	50323		310.00
GAME ONE	50324		113.26
GENERAL FUND	50325		1,127.89
KNODEL, MARILYN	50318		500.00
REAL DEAL ACTIVEWEAR, LLC	50326		2,347.18
SOUTH DAKOTA MINES	50320		1,250.00
SUN GOLD SPORTS	50327		127.44
STUDENT ACTIVITY			10,386.67
Grand Total:			1,865,501.91

PAYROLL EXPENDITURES

JULY 7 2025

JULY 21 2025

TOTALS

\$940,798.55

\$925,647.93



MEMORANDUM OF UNDERSTANDING

West River Mental Health
350 Elk Street
Rapid City, SD 57701

Douglas School District
400 Patriot Dr
Box Elder, SD 57719

I. PARTIES:

This memorandum of understanding has been mutually resolved and adopted by and between West River Mental Health and Douglas School District, herein referred to as WRMH and Douglas School District.

II. GOALS:

The goal for a partnership between WRMH and Douglas School District is to provide mental health services to children and families that would otherwise not engage in traditional mental health services.

III. PURPOSE:

This agreement sets forth the conditions for WRMH to work in collaboration with Douglas School District to provide mental/behavioral health education and/or therapy services to youth enrolled in a Douglas School District. It sets forth the understanding between parties regarding referrals made by Douglas School District and programs and services provided by WRMH at Douglas School District. Participation in any program or services offered through this Memorandum will be voluntary and must be approved by the parent/guardian of each youth.

Both parties understand and agree that WRMH Family Pathways program is a fee for service program and that WRMH staff are expected to provide a minimum of 20 clinical hours of service per week. Clinical hours include face to face visits and/or telehealth services with the child, the parents/guardians, or the family, as well as collateral contacts (face-to-face or phone contact) with any of the treatment team members (i.e. School staff, DSS, probation officers, etc.). As such, if WRMH staff cannot maintain at least 20 clinical hours per week within the school, both parties understand and agree that WRMH staff may provide services in another location and/or community. WRMH staff with completed Douglas School District background checks may also provide services to individual students in other Douglas School District buildings on a case-by-case basis with parent/guardian consent.

Nothing in this agreement is intended to create an employee/employer relationship between WRMH and Douglas School District.

IV. PERIOD OF AGREEMENT AND MODIFICATION/TERMINATION:

This MOU is effective for the 2025-2026 school year. This MOU may be renewed annually upon mutual agreement of both parties.

Modifications to this MOU must be submitted in writing at least 30 days in advance and approved by both parties represented herein.

Intent to terminate participation in this MOU must be submitted in writing at least 90 days in advance of termination by either party.

V. RESPONSIBILITIES OF THE PARTIES:

Douglas School District:

- Designated staff, including counselors, social workers, principals, assistant principals, deans, and others appointed at school will identify and refer students believed to be in need of mental/behavioral health education and/or therapy services.
- Provide a confidential and safe office/room from which to provide services at the Douglas School District. The designated office/room shall be made available to WRMH staff during the school year on days in which school is in session.
- Provide WRMH counselors with wireless internet access.
- Assist in acquiring parental/guardian consent to meet with the students.
- Maintain confidentiality of any client information which may be learned or witnessed as part of this agreement.
- Designated staff at schools partnering with WRMH will provide training to staff about the role of the WRMH counselor and the process of referring students for services.
- Provide WRMH staff opportunities to participate in and/or present district and school-based professional learning where deemed appropriate.

West River Mental Health

- Provide qualified staff to perform mental/behavioral health education and/or therapy services to students who meet the State designation of Serious Emotional Disturbance (SED).
- Obtain necessary consents for services from the child's parent or legal guardian.
- Manage any billings and collections for services rendered. Douglas School District shall not be billed for services provided under this agreement.
- Conduct services in accordance with WRMH standards and that of such licensing board as staff may be licensed under.
- Maintain confidentiality of any client information which may be learned or witnessed as part of this agreement.

- Maintain the following insurance coverages for WRMH and its staff through the duration of this MOU: Human Services Organization Professional Liability, Sexual or Physical Abuse or Molestation Vicarious Liability, Directors and Officers, Automobile Liability, and, Workers' Compensation.

VI. INDEMNIFICATION AND HOLD HARMLESS:

Each party shall indemnify and hold the other party harmless from and against any and all liabilities, losses, damages, actions, suits, proceedings, claims, demands, assessments, fines, penalties, fees, judgments, costs and expenses, including reasonable attorney's fees, of every nature and kind which an indemnified party may incur, directly or indirectly, and relating to or arising from the obligations of the parties under this Memorandum.

West River Mental Health

Date

School Board President, Douglas School District

Date

Memorandum of Understanding
Between
Friends of the Children – He Sapa
And
Douglas School District

This Memorandum of Understanding (“MOU”, or “Agreement”) establishes a partnership between Friends of the Children – He Sapa (“Friends of the Children”) and Douglas School District (“DSD”) to enhance the effectiveness of services provided by both organizations to youth and families most at risk of entering the foster care system and that are enrolled in the Friends of the Children program. This Agreement is not a formal contract, but a document to signify a willingness on the part of both organizations to strive to reach, to the best of their ability, the objectives stated herein.

I. MISSION & VISION ALIGNMENT

Friends of the Children serves youth in the community facing great obstacles through a long-term, relationship-based program model. Friends of the Children works with the child welfare system, community partners, and schools to identify and select children ages 4-6 facing the most significant barriers to future success. These children will receive intensive, individualized guidance from highly trained, salaried professional mentors (“Friends”) for 14-16 hours per month (on average) through high school – 12+ years.

Carrousel School houses the Douglas School District’s Early Intervention program. All Carrousel staff work to make this experience a positive, nurturing one. We help each child develop the social skills of positive relationships, self-discipline, and problem-solving. Using the South Dakota Early Learning Guidelines, they develop academic skills, creativity, and positive approaches to learning.

Friends of the Children and DSD are aligned in their vision that every child at risk of or experiences foster care have the opportunity to learn social and emotional skills, make good choices, develop healthy habits, succeed in school, build essential life skills, plan for their future, and grow into productive adults who make positive contributions to their communities.

II. PURPOSE AND SCOPE

The Friends of the Children program is uniquely suited to provide children in Pennington County at high risk of entering the foster care system with the sustained, consistent support to overcome early traumatic experiences. The Friends of the Children two-generation approach aligns with DSD’s goal that parents and caregivers are supported to meet the needs of children and youth.

The primary goal of the partnership between Friends of the Children and DSD is to leverage the strengths of each organization to enhance the safety, permanency, and well-being of youth enrolled in the Friends of the Children program, with the ultimate goals of having families become more stable and their children become thriving community members, graduate from high school, avoid teen parenthood, and avoid entering the juvenile justice system.

This MOU applies to all youth enrolled in the Friends of the Children program selected in partnership with DSD.

III. ROLES AND RESPONSIBILITIES

Both Friends of the Children and DSD will designate a person local to the Pennington County region being served to serve as the official contact and coordinate the activities of each organization.

The organizations agree to do the following:

- Partner with Friends of the Children during program events and provide culturally specific family learning activities.

- Convene Friends, program director, professors, social workers, educators, and leadership from each organization as needed to share information, review outcomes, and identify opportunities for celebration and improvement.

In addition, Friends of the Children agrees to:

- Share progress as requested on agreed-upon outcomes.

Both parties agree that Friends/volunteers will not be directly involved in court proceedings except upon exceptional circumstances, or the request of CPS or the appropriate court of jurisdiction.

V. ONGOING SERVICES

Each child enrolled in the Friends of the Children program will have, on average, 14-16 hours of contact with their assigned Friend each month. Services may take place at various locations, including the child's school or neighborhood, in the home of the family or caregiver, or at various locations in the community.

DSD staff will inform Friends of the Children of any child-specific safety concerns of which Friends of the Children should be aware as they introduce the program to families referred for enrollment.

Friends of the Children staff/Volunteers qualify as mandatory reporters and shall immediately notify SDCPS of any child safety concerns.

VI. CONFIDENTIALITY

DSD and Friends of the Children shall share information as necessary to select and effectively serve the youth at risk of foster care.

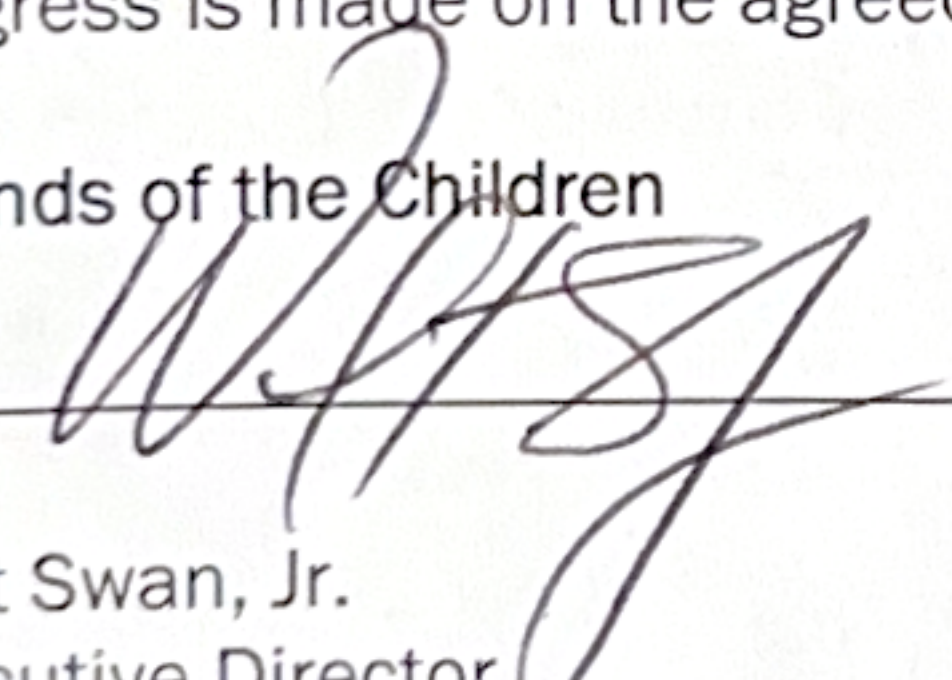
All information relating to the personal facts and circumstances of individual children and families shall be treated as confidential privileged communications and shall not be divulged without the written consent of the child's guardian, except as required by other terms of this Agreement.

Nothing prohibits the disclosure of information in summaries, and statistical or other forms that does not identify particular individuals.

VII. TERMS OF UNDERSTANDING

This Agreement is effective as of the date of the last signature, will remain in effect for three years, and may be extended by mutual written agreement of the parties. This Agreement shall be reviewed at least annually to ensure progress is made on the agreed upon objectives and to make revisions as necessary.

Friends of the Children

 _____
Date 7/22/2025

Walt Swan, Jr.
Executive Director
Friends of the Children -

Douglas School District Pre K-12

Name Date
Title

2025/2026 TENTATIVE TRANSPORTATION SCHEDULE
Douglas School District Transportation 605-923-0022

Bus Transportation is a privilege based upon courteous behavior and compliance with established rules. Every District student will be given a pamphlet titled Bus Rules for Students which outlines the rules and procedures for enforcement of rules. Bus routes are subject to change due to road conditions, community development, and safety considerations. The Douglas Board of Education is not required to approve route changes throughout the year. Every effort will be made to inform affected students of route changes as early as possible. Students are eligible to ride a bus if they reside 2.5 miles or more from the douglas transportation facility. Students will only be transported to daycares on a “space available” basis. Busses will not be added to accommodate daycares. Please look closely at the bus numbers, there are some changes from last year. Students should be at bus stops 5 minutes prior to scheduled time of pick up.

Bus 4 H-HORSE

First Stop 7:05

307 Ruhe Ln, 324 Ruhe Lane, Freude & Daystar, Freiheit & Daystar, Grandeur & Daystar, Grandeur & S. Ellsworth Rd, S. Ellsworth & Freiheit, 307 Freude, 467 Freude Lane, Freude & Edelweis, Edelweis & Ellsworth Rd, Edelweis & Morgen, Morgen & Grandeur, Ellsworth Rd & Grandeur Ln

Bus 5 L-LION

First Stop 6:53

216 Box Elder, 126 Valley Dr, 116 Valley Dr, Valley & Meadow, Hillside & Meadow Rd, Hillside & Box Elder Rd, Shady Dr & Box Elder Rd, Box Elder Rd & Westside Dr, 624 Box Elder Rd, 616 Cardinal Apts., 608 Cardinal, Cardinal & Robin, Robin & Thunderbird, Thunderbird & East Hummingbird, Thunderbird & West Hummingbird, 702 Box Elder Rd west, 301 W Sunnydale Rd, 313 West Sunnydale Rd, 317 West sunnydale Rd, West Sunnydale Rd & Blue Belle Ct, Valley Village

Bus 6 K-KANGAROO

First Stop 6:38

Elk Creek & Bend Rd., Elk Creek and Antelope Creek, Elk Creek & Iron Drive, Elk Creek & Knight Dr., Ketelsen Loop & Elk Creek, 21981 Antelope Creek RD, Antelope Creek & 220th, Antelope Crk & Royal Run, 15159 224th Ave, 224th & 152nd, 15307 225th St, 22650 151st Ave, 22685 151st Ave, 22735 151st Ave, 22762 151st, 22762 151st, Landmark Ct & Bennington Dr, Yorktown Blvd & Vicksburg St, Line Rd & Willow, Harmony & Spruce

Bus 7 N-NEWT

First Stop 7:00

223 Country Rd, 14704 Country Rd, Bluebird & Tanglewood, 539 Bluebird, Tuscany & Bluebird, Thrush & Bluebird, Wren & Bluebird, McDowell & Bluebird, Stealth & Tuscany, 608 Stealth, Tanglewood & Stealth, Valley Village

Bus 8 M-MONKEY

First Stop 7:10

Stealth & Plover, Stealth & McDowell, Stealth & Springer, Maxwell & Stealth, Stealth & Hayden, Bluebird & Hayden, Maxwell & Bluebird, Bluebird & Springer, Valley Village

Bus 9 E-ELEPHANT

First Stop 6:42

7110 Dunn, 7905 Dunn Rd, 8019 Dunn Rd, 8295 Dunn Rd, 14873 E. Hiway 44, 23473 Bradsky, 23475 Bradsky, 23479 Bradsky, 23471 Braham Ln, Bradsky & Hwy 44, Jackie Ln & Hwy 44, 23194 Radar Hill Rd, Mesa View Estates, 7400 Longview Rd, Derringer Rd & Wesson Rd (Murphy Ranch Estates)

Bus 12 B-BEAR

First Stop 6:38

22839 Gateway, Gateway & Hidden Bluff Ct, 22845 Gateway, 15522 Lonesome Dove, 15523 Lonesome Dove, 15530 Lonesome Dove, 15538 Lonesome Dove, 15544 Lonesome Dove, 15566 Lonesome Dove, 15589 Lonesome Dove, 22867 156th Ave, 22889 156th, 15556 229th St, 15544 229th, 15540 229th St, 229th & Gateway, 22884 Gateway, 22820 Gateway Dr, 15461 Hwy 14/16, 22670 154th, 424 Line Road, Line Rd & Oak St, Line Rd & Elm, S Ellsworth Rd & Ruhe Ln, Ellsworth Rd & Freude Ln, Ellsworth Rd & Freiheit, Morgen & Freiheit, Morgen & Freude, Morgen & Ruhe

Bus 15 C-CAT

First Stop 6:43

Earth Rd & Longview Dr, 5831 Pluto, 5829 Mercury, Mercury & Beaumont, 5656 Meteor, 5634 Saturn, Reservoir & Saturn, 5608 Corbin, 2451 Lunar, Shaw & Reservoir, Uranus & Reservoir, Twilight & Ennen, Poker & Spade, 1746 Meadow, Longview & Reservoir, 3360 Colvin St, Springfield & Wesson Rd, 22720 Radar Hill Rd

Bus 18 IGUANA

First Stop 7:00

Mule Deer Trail (shelter), fFlying Eagle Dr & Radar Hill Rd, Bear Tooth & Old Calvary Rd, Old Calvary & Big Badger, 757 Old Calvary Rd (bus shelter), Big Badger & Lone Soldier Rd, 22814 Radar Hill Rd, Radar Hills Dr & Radar Hill Rd, Fox Trail & Pickarts Lane, Fox Trail & Partridge Lane, Fox Trail & Brandy Way, Partridge Lane & Brandy Way, Creekside Dr & Pheasant Pl east, Pheasant Pl & Tawney Ct, Pheasant Pl & Creekside Dr, Creekside Dr & Rando Ct, 210 Gumbo Dr

Bus 20 G-GIRAFFE

First Stop 6:53

22569 Westgate Rd, 14652 Country Rd, Eagle & Country Rd, 4254 Ashland Rd, 4470 Ashland, 4925 Ashland, 4810 Sunnyside Dr, 5312 Sunnyside Dr, 4570 Mesa, Fish & Country Rd, Westgate Rd & Halsey Westgate & Rancho, 135 Westgate Rd, 125 Westgate Rd

Bus 22 D-DOG

First Stop 6:42

23053 Radar Hill Rd, 3020 Anderson, Hwy 44 & Apple Tree Rd, 6180 E. Highway 44, Magnum Rd & Mauser Rd, 6299 E. Highway 44, Moonlight Dr & Morninglight Dr, 22965 Morninglight Dr, Morninglight & Daylight, 22957 Candlelight, Candlelight & Highlight, Candlelight & Lamplight, Lamplight & Morninglight, 23000 Morninglight, Morninglight & Sunlight

Bus 23 J-JELLYFISH

First Stop 7:05

Foxtrail & Coyote, Corbin James & Coyote Trail, Sophia-Lynnae & Coyote Trail, Creekside & Coyote, Creekside & Partridge, Prairie Meadow Estates, Gumbo & Douglas Rd, 235 Douglas Rd, Douglas Rd & Johnson, Morningside and Douglas Rd.

Bus 24 F-FOX

First Stop 6:45

14840 Morning View, 22861 Moon Street, 229th & Hidden Springs Rd, 22937 Hidden Springs Rd, Mid-Way Hidden Springs Rd, 14799 Buckskin Rd, Palamino Ln & Buckskin Ln, Palamino & Quarter Horse, Mustang and Palamino, 14786 Mustang, 14797 Mustang, 23032 Radar Hill Rd, 14793 Sunlight, 14778 Moonlight, 14786 Moonlight

Bus 25A-ALLIGATOR

First Stop 6:35

5430 Elk Vale, Elk Vale Rd & 225th, 22363 Elk Vale, Bunco Ct, Bison Point, 22312 Lowery Pl, 22306 Lowery Pl, West Nike Loop, Trea Ct, Dice Ct, Taron Ct, Tatum Ct, 22333 Lucky Ln, 22339 Dyes Ave, Bridle Ridge & 224th, Pommel Loop & 224th, 14567 224th St, Harbor Pl & Bennett, Hurst & Bennett, Hickory & Bennett, Bennett Rd & Mystic,

South Dakota Comprehensive Plan/Program Narrative

Sec. 300.201 Consistency with State policies.

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

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

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

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

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

Signature of Authorized Official

Date

Typed Name and Title

400 Patriot Drive, Box Elder, SD 57719

(605)923-0000

Address/State/Zip

Telephone Number

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

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

South Dakota LEA Comprehensive Plan: Program Narrative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Douglas School District procedures:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The IEP team will ensure the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The resolution meeting need not be held if:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Student information management system (SIMS)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District Narrative:

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

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

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

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

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

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

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

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

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

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

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

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

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

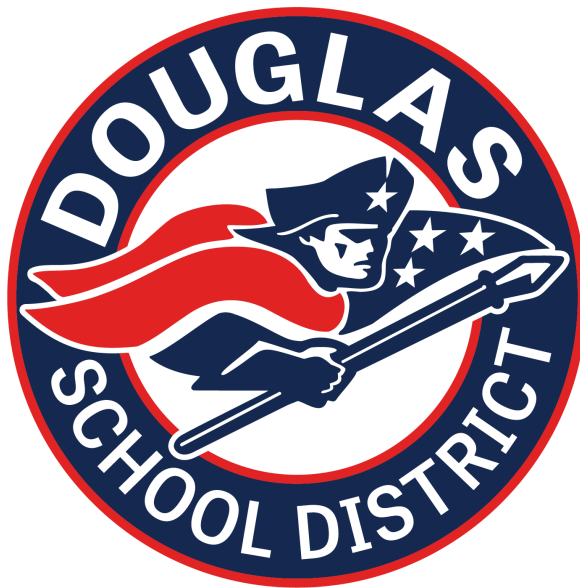
1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in chapter 24:05:24.01;
2. The placement in particular educational settings of these children; and
3. The incidence,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

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

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

Douglas School District

STUDENT ATTENDANCE PROCEDURES



DOUGLAS MISSION STATEMENT

Prepare all students to meet the challenges of an ever-changing world.

DISTRICT EDUCATIONAL PHILOSOPHY

The Douglas School District will provide and promote an environment conducive to teaching and learning in which the District works in partnership with the educational community to develop individuals who realize self-worth and have an opportunity to create a productive role as responsible citizens in an ever-changing world.

DSDk12.net

Douglas School District Student Attendance Procedures

Douglas School District expects every student to be in class daily and on time. A student's contribution to and achievement in class are directly related to regular attendance. Students miss a vital portion of their education when they are absent from school. Regular school attendance is key to a student's academic success and long-term educational progress.

Governing Policies

JED
 JEDA
 JEDA-R
 JEDA-E1, E2, E3.

Receive Calls

Parents are required to notify the school of the reason for their child's absence either prior to the absence or within 24 hours. Administrative Assistants will answer calls from parents regarding student absences and will attempt to contact parents who do not contact the school. Administrative Assistants will record the date and time of the parent contact, as well as the reason for the absence as provided by the parent. All absences will be recorded in Infinite Campus.

Recording Absences in Infinite Campus

Building	Code	Status	Excuse	Description
All Schools	AU	Absent	Unexcused	Absent Unexcused
All Schools	AEM	Absent	Excused	Absent Excused Medical
All Schools	AEP	Absent	Excused	Absent Excused Personal
Elementary	ERM	Early Release	Excused	Early Release Medical
Elementary	ERP	Early Release	Excused	Early Release Personal
All Schools	AXA	Absent	Exempt	Absent Exempt Activities
All Schools	AXC	Absent	Exempt	Absent Exempt Counseling
All Schools	AXO	Absent	Exempt	Absent Exempt Office <small>(specialty programs outside of counseling, Title 6, MFLAC, etc.)</small>
All Schools	XO	Absent	Exempt	Absent Exempt Other
All Schools	ISS	Absent	Exempt	In-school suspension
All Schools	JSC	Absent	Exempt	JSC
All Schools	OSS	Absent	Exempt	Out-of-school suspension
All Schools	TE	Tardy	Excused	Tardy Excused
All Schools	TU	Tardy	Unexcused	Tardy Unexcused
All Schools	TXC	Tardy	Exempt	Tardy Exempt Counseling
All Schools	TXO	Tardy	Exempt	Tardy Exempt Office

JEDA-R: Truancy Intervention Regulations

Purpose:

The purpose of this regulation is to define the procedures for addressing and intervening in cases of truancy, in accordance with District Policy JED-JEDA and South Dakota Codified Law (SDCL) 13-27-1. This regulation ensures consistent implementation of truancy interventions and supports improved student attendance.

I. Definitions

1. Excused Absence:

- An absence deemed legitimate due to illness, family emergencies, or other approved reasons as outlined in District attendance policies.

2. Unexcused Absence:

- An absence not verified or approved by the school, including skipping classes or failure to provide appropriate documentation for the absence.

3. Truancy:

- 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)

Unexcused Absence Process	Excused Absence Process
<ol style="list-style-type: none">Warning Letter – Sent after 2 cumulative unexcused absences.Follow-Up Letter – Sent after 4 cumulative unexcused absences.Final Referral Letter – Sent after 6 cumulative unexcused absences.<ol style="list-style-type: none">Referral to State’s Attorney’s Office – Initiated at 6 cumulative unexcused absences.	<ol style="list-style-type: none">Notification Letter 1 – Sent after 5 total excused absences.Notification Letter 2 – Sent after 10 total excused absences. Triggers administrative file review.<ol style="list-style-type: none">During review, if absences are negatively impacting academic or behavioral success, further absences may require documentation and/orStudent may be placed on the "No Additional Excused Absence" list.If placed on this list, all future absences without proper documentation will be unexcused and follow the unexcused absence process.

II. Absence Notification Process and Intervention Steps

A. Unexcused Absence Notifications

1. First Notification – Warning Letter:

- Sent after **2 cumulative days of unexcused absences**.
- Provides the current number of unexcused absences and outlines potential consequences of continued truancy, including possible referral to the State’s Attorney’s Office.
- Offers resources to support improved attendance and encourages the parent/guardian to communicate with the school to help address any underlying issues.
- Encourages communication between the parent/guardian and the school to address the issue.

2. Second Notification – Follow-Up Letter:

- Sent after **4 cumulative days of unexcused absences**.
- Provides the current number of unexcused absences, a summary of prior communications, and outlines interventions already attempted.
- Reinforces the importance of consistent school attendance and notifies the parent/guardian that continued unexcused absences may result in a referral to the State’s Attorney’s Office.
- Includes an invitation for a parent/guardian meeting or home visit to address concerns and develop a plan to improve attendance.

3. Third Notification – Referral Notification Letter:

- Sent after **6 cumulative days of unexcused absences**.
- Provides the current number of unexcused absences, a summary of prior communications, and outlines interventions already attempted.
- Notifies the parent/guardian that the student will be referred to the State’s Attorney’s Office due to continued unexcused absences as required under SDCL 26-7A-10.

B. Excused Absence Monitoring and Notifications

1. First Notification--Excused Absence Letter:

- Sent after **5 cumulative excused absences**.
- Notifies parents/guardians of the student’s total number of excused absences.
- Reminds families of the importance of regular school attendance and encourages proactive efforts to ensure consistent attendance moving forward.

2. Second Notification--Excused Absence Letter and File Review:

- Sent after **10 cumulative excused absences**.
- Notifies parents/guardians of the student’s total number of excused absences.
- Triggers a review by the school administrator, who will assess the student’s attendance, academic performance, and behavior to determine whether the absences are negatively impacting the student’s success.

Outcome of Review:

- If there is evidence of decreased academic performance or increased behavioral concerns, the administrator will require a doctor's note or other formal documentation for future absences to be excused. In such cases, the student may also be placed on the **"No Additional Excused Absences"** list.

Decreased Academic Performance may include:

- Secondary students receiving grades of D or F in gradebook
- Elementary students performing below grade-level expectations on report card or placed in below grade level intervention groupings

Increased Behavioral Concerns may include:

- In-School Suspension (ISS)
 - Out-of-School Suspension (OSS)
 - Elementary-level behavioral referrals equivalent to ISS or OSS
- This determination will be communicated to the parent/guardian in writing.
 - Once a student is placed on the **"No Additional Excused Absences Without Documentation"** list, any undocumented absences will be recorded as unexcused and the student will enter the **Unexcused Absence Notification Process** outlined in Section II(A).

III. Intervention Procedures

1. Parent/Guardian Communication:

- Parents are required to notify the school of the reason for their child's absence either prior to the absence or within 24 hours.
- Schools will attempt to contact parents/guardians through phone calls, emails, or home visits as unexcused absences accumulate.

2. Student Support Services:

- Schools will work with students and families to identify barriers to attendance, such as transportation, mental health concerns, or other external factors.
- Referrals to school counselors, social workers, or community resources may be made as appropriate.

3. Parent/Guardian Meetings:

- Meetings will be held with parents/guardians, the student, and school staff to develop a plan to improve attendance.

4. Documentation Requirements:

- All efforts to contact parents/guardians and support the student must be documented, including attendance records, communication logs, and interventions attempted.

IV. Referral to the State's Attorney's Office

1. Threshold for Referral:

- A referral to the State's Attorney's Office will be made when a student reaches **6 cumulative days of unexcused absences** unless extenuating circumstances are documented.

2. Referral Process:

- The building administrator must complete the required referral documentation, which includes attendance records, copies of all truancy letters, communication logs, and a summary of interventions attempted.
- Documentation must comply with all legal requirements outlined in SDCL 26-7A-10.

3. Collaboration with Authorities:

- The District will cooperate fully with the State's Attorney's Office and any relevant agencies to ensure the welfare of the student.

V. Monitoring and Review

1. Attendance Monitoring:

- School staff will regularly review attendance records to identify patterns of truancy and intervene early.

2. Annual Review of Procedures:

- The District will review this regulation annually to ensure compliance with state law and effectiveness in addressing truancy.

VI. Resources for Families

The District provides the following resources to assist families in improving student attendance:

- Access to the **Infinite Campus Parent Portal** for real-time attendance monitoring.
- School counseling and social work services.
- Referrals to community programs for additional support.

**SUPPLEMENTAL BUDGET
FY 25 JUNE 30, 2025**

	<u>AMOUNT</u>	<u>TO ACCOUNT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>	<u>FROM ACCOUNT</u>
	\$357.80	10-2139-000-700-319	SUPERINTENDENT SALARY	\$357.80	Impact Aid/Reserve
	\$1,677.47	10-2321-001-000-113	SUPERINTENDENT SALARY	\$1,677.47	Impact Aid/Reserve
	\$2,100.00	10-2321-001-000-319	CONSULTING SERVICES	\$2,100.00	Impact Aid/Reserve
	\$51,003.21	10-2541-005-000-321	UTILITIES	\$51,003.21	Impact Aid/Reserve
	\$30,628.61	10-2542-005-000-411	B&G NON-TECHNOLOGY SUPPLIES	\$30,628.61	Impact Aid/Reserve
	\$52.89	10-2551-050-000-340	TRANSPORTATION COMMUNICATIONS	\$52.89	Impact Aid/Reserve
	\$1,994.10	10-2552-050-000-479	TRANSPORTATION SUPPLIES	\$1,994.10	Impact Aid/Reserve
	\$442.16	10-2690-000-000-114	REGISTRAR SALARY	\$442.16	Impact Aid/Reserve
FUND 10	\$2,025.58	10-3600-000-256-472	WELFARE SOFTWARE (ADMIN)	\$2,025.58	Impact Aid/Reserve
FUND TOTAL	<u>\$90,281.82</u>			<u>\$90,281.82</u>	
FUND 21	\$390.22	21-2521-004-000-360	CO PRINTING LEASE	\$390.22	21-1131-030-000-520
	\$23,375.00	21-2533-000-335-319	ARCHITECTURE	\$23,375.00	21-1131-030-000-520
	\$40,500.00	21-2535-013-000-319	ARCHITECTURE	\$40,500.00	21-1111-014-000-520
	\$43,433.20	21-2535-013-000-520	FC CEILING (PRIOR TO JULY 1)	\$43,433.20	21-1111-014-000-520
	\$50,000.00	21-2535-030-000-520	HS LOCKER ROOM (PRIOR TO JULY 1)	\$50,000.00	21-2227-032-000-473
	\$75,000.00	21-2535-030-000-520	HS LOCKER ROOM (PRIOR TO JULY 1)	\$75,000.00	21-2227-032-000-541
	\$20,406.80	21-2535-030-000-520	HS LOCKER ROOM (PRIOR TO JULY 1)	\$20,406.80	21-3900-000-000-549
	\$416.71	21-2549-000-000-479	OPERATIONS SUPPLIES	\$416.71	21-1131-030-000-520
	\$223.34	21-2554-050-000-360	TRANSPORTATION PRINTING	\$223.34	21-1131-030-000-520
	\$13,000.50	21-6900-030-000-319	ARCHITECTURE	\$13,000.50	21-1111-014-000-520
FUND TOTAL	<u>\$266,745.77</u>			<u>\$266,745.77</u>	
FUND 22	\$27,943.75	22-2219-006-002-319	PROFESSIONAL SERVICES	\$27,943.75	SPED RESERVE
	\$5,279.83	22-2730-006-004-332	MILEAGE PAID TO PARENTS	\$5,279.83	SPED RESERVE
FUND TOTAL	<u>\$33,223.58</u>			<u>\$33,223.58</u>	
FUND 51	\$11,080.41	51-2562-070-000-461	FOOD	\$11,080.41	FS RESERVE
FUND TOTAL	<u>\$11,080.41</u>			<u>\$11,080.41</u>	
GRAND TOTAL	<u><u>\$401,331.58</u></u>			<u><u>\$401,331.58</u></u>	

**ESSER III
BUDGET FY 2024**

			Original	Amended
REVENUE:				
66.4191.338			\$523,040.00	\$523,516.81
		TOTAL	\$523,040.00	\$523,516.81
EXPENDITURES:				
BADGER CLARK ELEMENTARY				
66.1111.012.348.541		COMPUTER EQUIPMENT	\$59,241.00	\$64,498.00
FRANCIS CASE ELEMENTARY				
66.1111.013.348.541		COMPUTER EQUIPMENT	\$56,908.00	\$61,908.00
VANDENBERG ELEMENTARY				
66.1111.014.348.541		COMPUTER EQUIPMENT	\$5,552.00	\$10,551.48
DOUGLAS MIDDLE SCHOOL				
66.1121.020.348.424		INSTRUCTIONAL WORKBOOKS	\$12,513.00	\$12,513.00
66.1121.020.348.541		COMPUTER EQUIPMENT	\$150,024.00	\$164,313.39
DOUGLAS HIGH SCHOOL				
66.1131.030.348.421		TEXTBOOKS	\$5,592.00	\$5,592.00
66.1131.030.348.423		ELECTRONIC TEXTBOOKS	\$33,747.00	\$33,747.00
66.1131.030.348.541		COMPUTER EQUIPMENT	\$111,252.00	\$65,970.10
PRESCHOOL				
66.1141.012.348.424		INSTRUCTIONAL WORKBOOKS	\$1,782.00	\$1,782.00
66.1141.012.348.479		OTHER NON-CONSUMABLE SUPPLIES	\$23,638.00	\$23,638.00
66.1141.013.348.424		INSTRUCTIONAL WORKBOOKS	\$2,808.00	\$2,808.00
66.1141.013.348.479		OTHER NON-CONSUMABLE SUPPLIES	\$24,205.00	\$24,263.55
INSTRUCTION				
66.2210.006.348.340		COMMUNICATIONS	\$0.00	\$9.04
TECHNOLOGY				
66.2227.032.338.541		COMPUTER EQUIPMENT	\$2,899.00	\$7,627.33
COMMUNICATIONS COORDINATOR				
66.2322.000.338.319		PROFESSIONAL SERVICES	\$3,987.00	\$4,050.78
EXECUTIVE DIRECTOR(S)				
66.2329.002.348.319		PROFESSIONAL SERVICES	\$13,760.00	\$25,282.64
TRANSPORTATION				
66.2554.050.338.319		PROFESSIONAL SERVICES	\$14,963.00	\$14,962.50
		INDIRECT COSTS	\$169.00	\$0.00
			\$523,040.00	\$523,516.81

TITLE I, Part A				
IMPROVING ACADEMIC ACHIEVMENT OF DISADVANTAGED				
BUDGET FY 2025				
REVENUE:			Original	Amended
66.4158.008			\$736,657.00	\$736,657.00
		Carry Over	\$0.00	\$85,057.00
		TOTAL	\$736,657.00	\$821,714.00
EXPENDITURES:				
66.1273.012.008.111		CERTIFIED SALARIES	\$149,718.00	\$149,708.00
66.1273.012.008.112		INSTRUCTIONAL AIDES/PARA	\$52,202.00	\$47,013.00
66.1273.012.008.120		CERTIFIED SUBSTITUTES	\$0.00	\$0.00
66.1273.012.008.121		CLASSIFIED SUBSTITUTES	\$0.00	\$269.00
66.1273.012.008.130		OVERTIME/STIPENDS	\$57.00	\$0.00
66.1273.012.008.210		SOCIAL SECURITY	\$15,451.00	\$14,341.00
66.1273.012.008.220		RETIREMENT	\$12,119.00	\$11,803.00
66.1273.012.008.230		INSURANCE	\$17,084.00	\$16,921.00
66.1273.012.008.473		COMPUTER LICENSING FEE	\$0.00	\$24,300.00
66.1273.013.008.111		CERTIFIED SALARIES	\$122,506.00	\$120,290.00
66.1273.013.008.112		INSTRUCTIONAL AIDES/PARA	\$48,358.00	\$48,553.00
66.1273.013.008.120		CERTIFIED SUBSTITUTES	\$0.00	\$634.00
66.1273.013.008.121		CLASSIFIED SUBSTITUTES	\$0.00	\$0.00
66.1273.013.008.130		OVERTIME STIPENDS	\$57.00	\$0.00
66.1273.013.008.210		SOCIAL SECURITY	\$13,076.00	\$12,825.00
66.1273.013.008.220		RETIREMENT	\$10,255.00	\$10,132.00
66.1273.013.008.230		INSURANCE	\$9,895.00	\$9,902.00
66.1273.013.008.473		COMPUTER LICENSING FEE	\$0.00	\$24,300.00
66.1273.014.008.111		CERTIFIED SALARIES	\$148,221.00	\$157,802.00
66.1273.014.008.112		INSTRUCTIONAL AIDES/PARA	\$47,398.00	\$44,341.00
66.1273.014.008.120		CERTIFIED SUBSTITUTES	\$0.00	\$0.00
66.1273.014.008.121		CLASSIFIED SUBSTITUTES	\$0.00	\$0.00
66.1273.014.008.130		OVERTIME/STIPENDS	\$57.00	\$0.00
66.1273.014.008.210		SOCIAL SECURITY	\$14,969.00	\$15,248.00
66.1273.014.008.220		RETIREMENT	\$11,741.00	\$12,129.00
66.1273.014.008.230		INSURANCE	\$31,459.00	\$19,345.00
66.1273.014.008.473		COMPUTER LICENSING FEE	\$0.00	\$24,300.00
			\$704,623.00	\$764,156.00

TITLE I, PART A				
IMPROVING ACADEMIC ACHIEVMENT OF DISADVANTAGED				
PARENT INVOLEMENT				
BUDGET FY 2025				
66.2128.012.008.411		NON-TECHNOLOGY SUPPLIES	\$3,000.00	\$4,749.00
66.2128.013.008.411		NON-TECHNOLOGY SUPPLIES	\$3,000.00	\$4,734.00
66.2128.014.008.411		NON-TECHNOLOGY SUPPLIES	\$3,000.00	\$4,178.00
			\$9,000.00	\$13,661.00
TITLE I, PART A				
IMPROVING ACADEMIC ACHIEVMENT OF DISADVANTAGED				
PROFESSIONAL DEVELOPMENT				
BUDGET FY 2025				
66.2214.012.008.315		REGISTRATION	\$2,500.00	\$15,593.00
66.2214.012.008.334		TRAVEL	\$5,000.00	\$0.00
66.2214.013.008.315		REGISTRATION	\$2,500.00	\$13,427.00
66.2214.013.008.319		PROFESSIONAL SERVICES	\$0.00	\$1,505.00
66.2214.013.008.334		TRAVEL	\$5,000.00	\$4,666.00
66.2214.014.008.315		REGISTRATION	\$2,500.00	\$770.00
66.2214.014.008.334		TRAVEL	\$5,000.00	\$2,816.00
			\$22,500.00	\$38,777.00
TITLE I, PART A				
IMPROVING ACADEMIC ACHIEVEMENT OF DISADVANTAGED				
STUDENT TRANSPORTATION SERVICES				
BUDGET FY 2025				
66.2556.006.008.332		MILEAGE	\$534.00	\$5,120.00
			\$534.00	\$5,120.00
		INDIRECT COSTS	\$0.00	\$0.00
		GRAND TOTAL	\$736,657.00	\$821,714.00

TITLE II, Part A
IMPROVING TEACHER QUALITY - CLASS SIZE REDUCTION
BUDGET FY 2025

REVENUE:		Original	Amended
66.4159.998		\$205,900.00	\$208,499.00
	Carry Over	\$0.00	\$0.00
	TOTAL	\$205,900.00	\$208,499.00
EXPENDITURES:			
66.1111.012.998.111	CERTIFIED SALARIES	\$102,950.00	\$104,249.50
66.1111.013.998.111	CERTIFIED SALARIES	\$102,950.00	\$104,249.50
		\$205,900.00	\$208,499.00

TITLE IV, PART A				
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS				
BUDGET FY 2025				
			Original	Amended
REVENUE:				
66.4153.009			\$85,793.00	\$93,722.00
		Carry Over	\$0.00	\$0.00
		TOTAL Allocation	\$85,793.00	\$93,722.00
EXPENDITURES:				
66.1121.020.009.111		CERTIFIED SALARIES	\$49,330.00	\$58,216.00
66.1121.020.009.120		CERTIFIED SUBSTITUTES	\$0.00	\$0.00
66.1121.020.009.210		SOCIAL SECURITY	\$0.00	\$0.00
66.1121.020.009.220		RETIREMENT	\$0.00	\$0.00
66.1121.020.009.230		INSURANCE	\$0.00	\$0.00
66.1121.020.009.240		WORKER'S COMP	\$0.00	\$0.00
66.2212.000.009.472		COMPUTER SOFTWARE (ADMIN)	\$0.00	\$2,543.00
66.2212.000.009.479		NON-TECHNOLOGY SUPPLIES	\$3,500.00	\$0.00
66.2546.000.009.319		PROFESSIONAL SERVICES	\$32,963.00	\$32,963.00
		TOTAL	\$85,793.00	\$93,722.00

TITLE VI				
INDIAN EDUCATION GRANT				
BUDGET FY 2025				
			Original	Amended
REVENUE:				
66.4142.208			\$75,388.00	\$76,268.00
		TOTAL	\$75,388.00	\$76,268.00
EXPENDITURES:				
66.1121.020.208.111		CERTIFIED SALARIES	\$59,658.00	\$60,354.00
66.1121.020.208.210		SOCIAL SECURITY	\$4,564.00	\$4,617.00
66.1121.020.208.220		RETIREMENT	\$3,579.00	\$3,621.00
66.1121.020.208.230		INSURANCE	\$7,587.00	\$7,676.00
			\$75,388.00	\$76,268.00
GENERAL FUND EXPENDITURES				
10.1121.020.208.315		REGISTRATION	\$250.00	\$250.00
10.1121.020.208.319		PROFESSIONAL SERVICES	\$4,250.00	\$4,250.00
10.1121.020.208.334		TRAVEL	\$3,600.00	\$3,600.00
10.1121.020.208.411		NON-TECHNOLOGY SUPPLIES	\$3,350.00	\$3,350.00
10.1121.020.208.461		FOOD	\$1,000.00	\$1,000.00
			\$12,450.00	\$12,450.00

**STAFF DEVELOPMENT
TEACHER APPRENTICESHIP GRANT
BUDGET FY 2025**

REVENUE:		Original
66.3129.923		<u>\$1,648.00</u>
	TOTAL	\$1,648.00
EXPENDITURES:		
66.2213.000.923.111	CERTIFIED SALARIES	\$1,450.00
66.2213.000.923.210	SOCIAL SECURITY	\$111.00
66.2213.000.923.220	RETIREMENT	<u>\$87.00</u>
		\$1,648.00

Cash On Hand Summary Information

Cash on Hand Balance:

	30-Jun-25	30-Jun-24	30-Jun-23	30-Jun-22	30-Jun-21
General Fund (10)	(\$1,047,752.90)	(\$1,187,107.36)	(\$566,205.66)	(\$2,462,157.87)	(\$968,001.02)
Accounts & Contracts Payable	(\$2,455,990.47)	(\$2,490,257.07)	(\$2,302,205.74)	(\$1,923,352.20)	(\$1,696,047.62)
Impact Aid Transfer	\$3,560,000.00	\$3,700,000.00	\$3,000,000.00	\$4,500,000.00	\$2,750,000.00
Ending Cash Balance	\$56,256.63	\$22,635.57	\$131,588.60	\$114,489.93	\$85,951.36
Capital Outlay Fund (21)	\$1,932,325.60	\$659,202.01	\$2,182,162.30	\$179,397.87	\$3,675,853.41
8007(a) Construction Funds	(\$738,789.00)	(\$604,188.00)	(\$466,571.00)	(\$341,620.00)	(\$341,620.00)
Accounts Payable	(\$82,676.15)	(\$170,314.36)	(\$73,035.52)	(\$453,695.90)	\$0.00
Impact Aid Transfer	\$0.00	\$125,000.00	\$0.00	\$625,000.00	\$0.00
Ending Cash Balance	\$1,110,860.45	\$9,699.65	\$1,642,555.78	\$9,081.97	\$3,334,233.41
Special Education Fund (22)	\$2,280,225.47	\$2,273,138.52	\$1,654,083.83	\$2,085,354.00	\$2,344,908.76
Accounts & Contracts Payable	(\$527,783.36)	(\$505,002.39)	(\$488,731.32)	(\$323,627.31)	(\$280,815.57)
Impact Aid Transfer	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Ending Cash Balance	\$1,752,442.11	\$1,768,136.13	\$1,165,352.51	\$1,761,726.69	\$2,064,093.19
Food Service Fund (51)	\$12,032.50	\$210,044.71	\$336,935.81	\$343,522.69	\$145,433.42
Accounts & Contracts Payable	(\$49,574.52)	(\$30,644.22)	(\$23,536.36)	(\$19,173.76)	(\$18,054.63)
Impact Aid Loan	\$0.00	\$0.00	\$0.00	\$0.00	(\$150,000.00)
Impact Aid Transfer	\$40,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
Ending Cash Balance	\$2,457.98	\$179,400.49	\$313,399.45	\$324,348.93	\$2,378.79
Enterprise Fund (53)	\$0.00	\$0.00	\$0.00	\$4,714.21	(\$46,282.10)
Accounts & Contracts Payable	\$0.00	\$0.00	\$0.00	\$3,801.96	(\$736.01)
Impact Aid Transfer	\$0.00	\$0.00	\$0.00	\$0.00	\$47,018.11
Ending Cash Balance	\$0.00	\$0.00	\$0.00	\$8,516.17	\$0.00

Total Transfer:

Impact Aid to (10) General Fund:	(\$3,560,000.00)
Impact Aid to (21) Capital Outlay Fund:	\$0.00
Impact Aid to (22) Special Education Fund:	\$0.00
Impact Aid to (51) Food Service Fund:	(\$40,000.00)
	<u>(\$3,600,000.00)</u>

Impact Aid Balance:	\$33,595,952.54
FY25 Impact Aid Transfers:	(\$3,600,000.00)
Impact Aid Ending Balance (6/30/25):	<u>\$29,995,952.54</u>

Projected Impact Aid Balance:

Beginning Balance (7/01/25):	\$29,995,952.54
Projected 2025-2026 Revenue:	\$5,500,000.00
Projected 2025-2026 Transfers:	(\$6,297,200.00)
Projected Ending Balance (6/30/25):	<u>\$29,198,752.54</u>

Health/Wellness Balance*:

	<u>\$965,886.87</u>
*Included in the General Fund Balance	

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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](#)

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 administrator** 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)

Federal Reference:

Adoption History

Approved	01/08/81
First Reading – Revisions	11/22/88
Approved – Revisions	12/12/88
First Reading – Revisions	02/12/01
Replaces JEDA/JEE)	
Approved – Revisions	02/26/01
First Reading – Revisions	08/10/09

Approved – Revisions	08/24/09
First Reading – Revisions	11/13/12
Approved – Revisions	11/26/12
First Reading – Revisions	11/23/15
Approved – Revisions	12/14/15
First Reading – Reference	6/27/19
Approved – Reference	7/22/19

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 contacted.~~

~~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:~~

- ~~■ Cover letter making request for intervention~~
- ~~■ Current Attendance Report~~
- ~~■ Prior year Attendance Report (if applicable)~~
- ~~■ Documentation of parental contacts, copies of letters, and notes including a list of potential witness~~
- ~~■ Student Conduct Report~~

~~E. The principal or designee will monitor formal proceedings through correspondence with the State's Attorney's office.~~

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~~F. The school will send an updated weekly attendance record to the State's Attorney's Office following the initial truancy referral.~~

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.~~

Purpose:

The purpose of this regulation is to define the procedures for addressing and intervening in cases of truancy, in accordance with District Policy JED-JEDA and South Dakota Codified Law (SDCL) 13-27-1. This regulation ensures consistent implementation of truancy interventions and supports improved student attendance.

Parents are required to notify the school of the reason for their child's absence either prior to the absence or within 24 hours. Administrative Assistants will answer calls from parents regarding student absences and will attempt to contact parents who do not contact the school. Administrative Assistants will record the date and time of the parent contact, as well as the reason for the absence as provided by the parent. All absences will be recorded in Infinite Campus.

I. Definitions

1. Excused Absence:

- An absence deemed legitimate due to illness, family emergencies, or other approved reasons as outlined in District attendance policies.

2. Unexcused Absence:

- An absence not verified or approved by the school, including skipping classes or failure to provide appropriate documentation for the absence.

3. Truancy:

- 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)

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Unexcused Absence Process	Excused Absence Process
<ol style="list-style-type: none"> 1. Warning Letter – Sent after 2 cumulative unexcused absences. 2. Follow-Up Letter – Sent after 4 cumulative unexcused absences. 3. Final Referral Letter – Sent after 6 cumulative unexcused absences. <ol style="list-style-type: none"> a. Referral to State’s Attorney’s Office – Initiated at 6 cumulative unexcused absences. 	<ol style="list-style-type: none"> 1. Notification Letter 1 – Sent after 5 total excused absences. 2. Notification Letter 2 – Sent after 10 total excused absences. Triggers administrative file review. <ol style="list-style-type: none"> a. During review, if absences are negatively impacting academic or behavioral success, further absences may require documentation and/or b. Student may be placed on the "No Additional Excused Absence" list. c. If placed on this list, all future absences without proper documentation will be unexcused and follow the unexcused absence process.

II. Absence Notification Process and Intervention Steps

A. Unexcused Absence Notifications

1. **First Notification – Warning Letter:**
 - Sent after **2 cumulative days of unexcused absences.**
 - Provides the current number of unexcused absences and outlines potential consequences of continued truancy, including possible referral to the State’s Attorney’s Office.
 - Offers resources to support improved attendance and encourages the parent/guardian to communicate with the school to help address any underlying issues.
 - Encourages communication between the parent/guardian and the school to address the issue.

2. **Second Notification – Follow-Up Letter:**
 - Sent after **4 cumulative days of unexcused absences.**
 - Provides the current number of unexcused absences, a summary of prior communications, and outlines interventions already attempted.
 - Reinforces the importance of consistent school attendance and notifies the parent/guardian that continued unexcused absences may result in a referral to the State’s Attorney’s Office.

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- Includes an invitation for a parent/guardian meeting or home visit to address concerns and develop a plan to improve attendance.

3. Third Notification – Referral Notification Letter:

- Sent after **6 cumulative days of unexcused absences**.
- Provides the current number of unexcused absences, a summary of prior communications, and outlines interventions already attempted.
- Notifies the parent/guardian that the student will be referred to the State's Attorney's Office due to continued unexcused absences as required under SDCL 26-7A-10.

B. Excused Absence Monitoring and Notifications

1. First Notification--Excused Absence Letter:

- Sent after **5 cumulative excused absences**.
- Notifies parents/guardians of the student's total number of excused absences.
- Reminds families of the importance of regular school attendance and encourages proactive efforts to ensure consistent attendance moving forward.

2. Second Excused Absence Letter and File Review:

- Sent after **10 cumulative excused absences**.
- Notifies parents/guardians of the student's total number of excused absences.
- Triggers a review by the school administrator, who will assess the student's attendance, academic performance, and behavior to determine whether the absences are negatively impacting the student's success.

Outcome of Review:

- If there is evidence of decreased academic performance or increased behavioral concerns, the administrator will require a doctor's note or other formal documentation for future absences to be excused. In such cases, the student may also be placed on the "**No Additional Excused Absences**" list.

Decreased Academic Performance may include:

- Secondary students receiving grades of D or F in gradebook
- Elementary students performing below grade-level expectations on report card or placed in below grade level intervention groupings

Increased Behavioral Concerns may include:

- In-School Suspension (ISS)
- Out-of-School Suspension (OSS)

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- Elementary-level behavioral referrals equivalent to ISS or OSS
- This determination will be communicated to the parent/guardian in writing.
- Once a student is placed on the "**No Additional Excused Absences Without Documentation**" list, any undocumented absences will be recorded as unexcused and the student will enter the **Unexcused Absence Notification Process** outlined in Section II(A).

III. Intervention Procedures

1. **Parent/Guardian Communication:**

- Parents are required to notify the school of the reason for their child's absence either prior to the absence or within 24 hours.
- Schools will attempt to contact parents/guardians through phone calls, emails, or home visits as unexcused absences accumulate.

2. **Student Support Services:**

- Schools will work with students and families to identify barriers to attendance, such as transportation, mental health concerns, or other external factors.
- Referrals to school counselors, social workers, or community resources may be made as appropriate.

3. **Parent/Guardian Meetings:**

- Meetings will be held with parents/guardians, the student, and school staff to develop a plan to improve attendance.

4. **Documentation Requirements:**

- All efforts to contact parents/guardians and support the student must be documented, including attendance records, communication logs, and interventions attempted.

IV. Referral to the State's Attorney's Office

1. **Threshold for Referral:**

- A referral to the State's Attorney's Office will be made when a student reaches **6 cumulative days of unexcused absences** unless extenuating circumstances are documented.

2. **Referral Process:**

- The building administrator must complete the required referral documentation, which includes attendance records, copies of all truancy letters, communication logs, and a summary of interventions attempted.
- Documentation must comply with all legal requirements outlined in SDCL 26-7A-10.

3. **Collaboration with Authorities:**

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- The District will cooperate fully with the State's Attorney's Office and any relevant agencies to ensure the welfare of the student.

V. Monitoring and Review

1. Attendance Monitoring:

- School staff will regularly review attendance records to identify patterns of truancy and intervene early.

2. Annual Review of Procedures:

- The District will review this regulation annually to ensure compliance with state law and effectiveness in addressing truancy.

VI. Resources for Families

The District provides the following resources to assist families in improving student attendance:

- Access to the **Infinite Campus Parent Portal** for real-time attendance monitoring.
- School counseling and social work services.
- Referrals to community programs for additional support.

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 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."

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 923-5555. Thank you for your consideration of this matter,
Sincerely,

Building Principal

**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 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."

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

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."²²

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."²²

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

SECTION	J	TITLE	STUDENTS	FILE	JEE-R
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STUDENT ATTENDANCE ACCOUNTING

- | |
|--|
| <ol style="list-style-type: none"> 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 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). Attendance will be recorded by exact minutes in the student information system. Students will be considered present for a half day if they attend at least half of the school's total instructional minutes for that day. 5. Students will be given the opportunity to make up work or tests missed because of excused absences as per the student handbook. 6. 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. |
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Adoption History
Revised 4/22/2024

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ABAD
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PARENTS' RIGHTS

The Board believes in the fundamental right of a parent to the nurture, care, custody, and control of his or her child. It is the Board's position that the District will not infringe upon that right unless the infringement is narrowly tailored to meet a compelling school district interest by the least restrictive means, the authority of state law or local school district policy are not limited, or the educational process is not abridged or intruded upon. The Board encourages collaboration between parents and the District with the goal of supporting student learning, growth, and development.

REFERENCES

- SDCL 13-27-1** [Responsibility for school attendance](#)
- SDCL 13-27-11** [Failure to send child to school](#)
- SDCL 13-27-12** [Enforcement powers and duty of secretary](#)
- SDCL 13-27-16** [Warnings by school board](#)
- SDCL 13-27-18** [Neglect of duty](#)
- SDCL 13-27-19** [Power of truancy officers to apprehend truant children](#)
- SDCL 13-32-4.1** [Attendance policy](#)

Adoption History

First Reading			
Approved			
First Reading-Revision			
Approved			

New

Box Elder

DOUGLAS SCHOOL DISTRICT
Board Policy

South Dakota

SECTION	D	TITLE	Fiscal Management	FILE	DFD
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Gate Receipts and Admissions

Cash payment will be accepted for admission to a school-affiliated event on the day of the event for which the admission fee is less than two hundred dollars per individual.

For purpose of this policy a “school-affiliated event” means any athletic competition, play, musical, concert, performance, or other activity occurring in this state, which is conducted or sponsored by the district, or in which the district participates, and for which an admission fee that is less than two hundred dollars per individual is charged.

Credit cards or other electronic payment methods may also be accepted by the District for gate receipts and admissions.

For any event at which the District distributes materials to students or patrons that is not an event conducted or sponsored by the District, the District may note in such materials that the event is not conducted or sponsored by the District.

REFERENCES

State Reference:

SDCL 13-1-72 [Cash payment for admission to events](#)

Federal Reference:

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Adoption History

First Reading			
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New

Approved			
First Reading-Revision			
Approved			

SECTION	E	TITLE	Support Services	FILE	ECABB
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Multi Occupancy Room Use (Bathrooms)

Definitions

"Changing room," a room or area in which an individual may be in a state of undress in the presence of others, including a multi-occupancy locker room or shower room;

"Female," an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that produces, transports, and utilizes eggs for fertilization;

"Male," an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that produces, transports, and utilizes sperm for fertilization;

"Reasonable accommodation," access to:

(a) A unisex or family room; or

(b) A single-occupancy changing room or restroom which has been designated for employees of the district, provided the room is not available to the employees while being used by the student; and

"Restroom," a room that includes one or more toilets or urinals;

"Sleeping quarters," a room that contains a bed and in which more than one individual is housed overnight;

"Sex," an individual's biological sex, either male or female; and

"Unisex or family room," a changing room or restroom that:

(a) Is intended for use by a single occupant, a single occupant and the occupant's caregiver, or members of the same family;

(b) Is enclosed by means of floor-to-ceiling walls; and

(c) Is accessible by means of a full door, with a secure lock that prevents entry by another individual while the room is in use.

Multi-Occupancy Rooms

Any multi-occupancy room or area in which an individual may be in a state of undress in the presence of others, including a multi-occupancy locker room or shower room, restroom, or sleeping quarters in a facility or space owned or rented by the District will be designated for use exclusively by females or for use exclusively by males.

A male may not enter a changing room or restroom designated exclusively for females, and a female may not enter a changing room or restroom designated exclusively for males.

Upon receipt of written notice from a student or that student's parent or guardian that the student is unable or unwilling to use a multi-occupancy changing room, restroom, or

sleeping quarters, the Superintendent or designated administrator may grant a request for reasonable accommodation, as defined in this policy, for a stated period of time not to exceed the conclusion of the school year or include access to a facility designed for use exclusively by members of the opposite sex.

If the District sponsors or sanctions any event that requires students to be provided with changing rooms or sleeping quarters, all multi-occupancy changing rooms and sleeping quarters will be designated as being for use exclusively by females or exclusively by males. A student may not be required to share sleeping quarters with a member of the opposite sex, unless the individuals are members of the same family. In any other setting in the District where an individual may be in a state of undress in the presence of others, the District will provide separate, private areas designated for use by individuals based on the individual's sex. No individual may enter private areas unless the individual is a member of the designated sex.

If a student is unable or unwilling to use a room for overnight sleeping quarters, in accordance with the exclusive designation set forth in this policy, that student, or the student's parent in the case of a student under the age of eighteen, may file, with the Superintendent or designated administrator, a request to be reassigned to single-occupancy room.

Exceptions

These prohibitions do not apply to:

(1) The accommodation of an individual protected under the Americans with Disabilities Act of 1990, 42 U.S.C. § 12101, et seq. (January 1, 2025) or the Rehabilitation Act of 1973, 29 U.S.C. § 701, et seq. (January 1, 2025);

New

- (2) An individual who accompanies a student requiring assistance because of age;
- (3) A law enforcement officer, fire official, or employee of the District, acting in an official capacity;
- (4) An individual providing emergency medical assistance; or
- (5) An individual providing custodial, maintenance, or inspection services, provided the changing room or restroom is unoccupied.

REFERENCES

State Reference:

- SDCL 13-32-21 [Multi-occupancy rooms - definitions](#)
- SDCL 13-32-22 [Multi-occupancy rooms - designations required, reasonable accommodations](#)
- SDCL 13-32-23 [Multi-occupancy rooms - use restricted, exceptions](#)
- SDCL 13-32-24 [Multi-occupancy rooms - school-sanctioned event, accommodations, designation, student request for reassignment, private cause of action](#)

Federal Reference:

Adoption History

First Reading			
Approved			
First Reading-Revision			
Approved			

SECTION	B	TITLE	Board Governance and Operations	FILE	BD
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School Board Meetings

REGULAR MEETINGS

Unless otherwise designated at the annual organizational meeting of the Board, all regular School Board meetings will be held on the second and fourth Mondays of each month, except for December and July when only the first meeting of the month is held. If it is determined, there is a scheduling conflict during the school year, the schedule can be changed with majority of board members' approval. Public notification will be sent out as soon as possible thereafter.

The official meetings of the school board are open to the public unless a specific law is cited by the school board to close the official meeting to the public. An official meeting is any meeting of a quorum of the school board at which official business of the school district is discussed or decided, or public policy is formulated, whether in person or by means of a teleconference.

Subject to the following rules, any person may record, through audio or video technology, a school board meeting that is open to the public as long as the recording is reasonable, obvious, and not disruptive.

1. A person who wishes to audio or video record some or all of an official school board meeting must inform the school board president/chairperson or superintendent prior to the beginning of the meeting of the person's intent to record. At the beginning of the meeting, the school board president will then inform all persons present of the recording.
2. The quantity and type of recording equipment used shall be subject to the discretion of the school board, and the school board president/chairperson shall have the discretion to exclude or terminate recording of the meeting. This discretion is not to be exercised in an effort to restrict the public's right to be informed of school board meeting proceedings, but only where these rules have been violated.
3. Recording equipment must not produce distracting light or noise, and no artificial lighting device of any kind shall be employed with a video camera.
4. Recording equipment must not obstruct the vision of persons attending the school board meeting and their ability to see all school board members.
5. Any person violating the rules set forth above may be directed to cease the recording or leave the premises.

~~The School Board shall reserve at every regularly scheduled official meeting a period for public comment, limited at the Board's discretion, but not so limited as to provide for no public comment.~~

ASBSD Recommended Revision

SECTION	B	TITLE	Board Governance and Operations	FILE	BD
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The School Board shall reserve at every official meeting a period for public comment, limited at the Board’s discretion as to the time allowed for each topic and the total time allowed for public comment, but not so limited as to provide for no public comment. Public comment is not required at official meetings held solely for the purpose of meeting in executive session, an inauguration, swearing in of newly elected officials, or presentation of an annual report to the School Board.

The School Board shall annually distribute to Board members and review the following during one official meeting on an annual basis:

1. The Conducting the Public’s Business in Public brochure published by the South Dakota Attorney General; and
2. Any other material pertaining to the open meeting laws of this state provided by the South Dakota Attorney General for the specific purpose related to SDCL 1-25-___.

The School Board must include in the minutes of the meeting at which the review took place an acknowledgement that the review was completed.

SPECIAL MEETINGS

Special meetings may be called by the President of the Board, or in his / her absence the Vice-President, or a majority of the Board members. Notice stating the time and place of any special meeting and the purpose for its call, will be given to each Board member and the Superintendent by the Business Manager, either orally or in writing, in sufficient time to allow each member's presence. No business other than that stated in the notice will be transacted at a special meeting. Local news media that have requested notice will be notified of the special meeting by mail, e-mail, delivered in person or telephone prior to the meeting.

TELECONFERENCE

Any official meeting, including executive meetings, may be conducted by teleconference. A teleconference is an exchange of information by audio, video, or electronic medium, including the internet. A member is deemed present if the member answers present to the roll call conducted by teleconference for the purpose of determining a quorum. Each vote at an official meeting held by teleconference may be taken by voice vote. If any member votes in the negative, the vote shall proceed to a roll call vote. A teleconference may be used to conduct a hearings. If the school board conducts an official meeting by teleconference, the school board shall provide a place at which the public may listen to and participate in the teleconference meeting. For any official meeting held by teleconference, which has less than a quorum of school board members participating in the meeting who are present at the location open to the public, arrangements shall be provided for the public to listen to the meeting via telephone or internet. The requirement to provide one or more places for the public to listen to the teleconference does not apply to an executive meeting.

Board Policy

ASBSD Recommended Revision

SECTION	B	TITLE	Board Governance and Operations	FILE	BD
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REFERENCES

State Reference:

- SDCL 1-25-1 [Official meetings open to public](#)
- SDCL 1-25-1.1 [Notice of meeting](#)
- SDCL 1-25-1.5 [Teleconference meeting](#)
- SDCL 1-25-11 [Recording of open official meeting](#)
- SDCL 1-25-12 [Definitions](#)
- [SDCL 1-25-13](#) [Annual review of open meeting laws](#)
- SDCL 1-27-1.16 [Material relating to open meeting agenda](#)
- SDCL 13-8-10 [Meetings of board](#)
- SDCL 13-32-6 [Disturbance of school as misdemeanor](#)
- SDCL 22-18-35(3) [Disorderly conduct as misdemeanor](#)
- SD UJS Rule 10-9 [New Rule regarding expanded media coverage](#)

Policy Cross References:

- BDA Electronic Communication by Board Members
- BDB School Board Study Sessions
- BDC Executive Sessions
- BDDA Notification of School Board Meetings
- BDDB Board Meeting Agendas and Format
- BDDC Agenda Preparation and Dissemination
- BDDD Quorum
- BDDE / BDDE-E(1) / BDDE-E(2) Parliamentary Procedure
- BDDF Voting Method
- BDDH / BDDH-E(1) / BDDH-E(2) Public Participation at Board Meetings

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Adoption History

DOUGLAS SCHOOL DISTRICT
Board Policy

ASBSD Recommended Revision

SECTION	B	TITLE	Board Governance and Operations	FILE	BD
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First Reading	10/27/2014		
Approved	11/17/2014		
First Reading -Revisions	6/30/2016		
Approved	7/14/2016		
First Reading-Revisions	2/14/2022		
Approved	2/28/2022		

1-25-7. REFERRAL TO OMC. Upon receiving a referral from a state's attorney or the attorney general, the South Dakota Open Meetings Commission shall examine the complaint and investigatory file submitted by the state's attorney or the attorney general and shall also consider signed written submissions by the persons or entities that are directly involved. Based on the investigatory file submitted by the state's attorney or the attorney general and any written responses, the commission shall issue a written determination on whether the conduct violates this chapter, including a statement of the reasons therefor and findings of fact on each issue and conclusions of law necessary for the proposed decision. The final decision shall be made by a majority of the commission members, with each member's vote set forth in the written decision. The final decision shall be filed with the attorney general and shall be provided to the public entity and or public officer involved, the state's attorney, and any person that has made a written request for such determinations. If the commission finds a violation of this chapter, the commission shall issue a public reprimand to the offending official or governmental entity. However, no violation found by the commission may be subsequently prosecuted by the state's attorney or the attorney general. All findings and public censures of the commission shall be public records pursuant to § 1-27-1. Sections 1-25-6 to 1-25-9, inclusive, are not subject to the provisions of chapter 1-26.

1-25-8. OMC MEMBERS. The South Dakota Open Meeting Commission shall be comprised of five state's attorneys appointed by the attorney general. Each commissioner shall serve at the pleasure of the attorney general. A chair of the commission shall be chosen annually from the membership of the commission by a majority of its members.

1-25-12. DEFINITIONS. Terms used in this chapter mean:

(1) "Political subdivision," any association, authority, board, commission, committee, council, task force, school district, county, city, town, township, or other local government entity that is created or appointed by statute, ordinance, or resolution and is vested with the authority to exercise any sovereign power derived from state law;

(2) "Public body," any political subdivision and the state;

(3) "Official meeting," any meeting of a quorum of a public body at which official business or public policy of that public body is discussed or decided by the public body, whether in person or by means of teleconference;

(4) "Teleconference," information exchanged by any audio, video, or electronic medium, including the internet;

(5) "State," each board, commission,

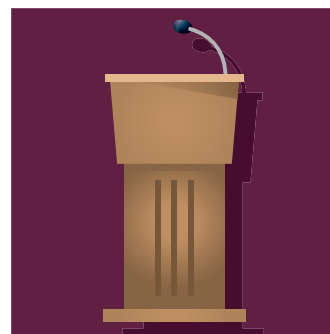
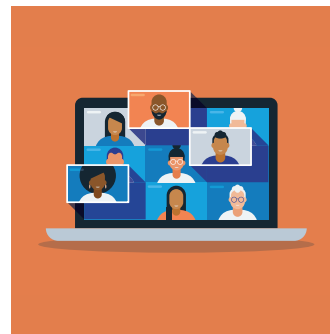
department, or agency of the State of South Dakota. The term, state, does not include the Legislature.

1-27-1.16. MEETING PACKETS AND MATERIALS.

If a meeting is required to be open to the public pursuant to § 1-25-1 and if any printed material relating to an agenda item of the meeting is prepared or distributed by or at the direction of the governing body or any of its employees and the printed material is distributed before the meeting to all members of the governing body, the material shall either be posted on the governing body's website or made available at the official business office of the governing body at least twenty-four hours prior to the meeting or at the time the material is distributed to the governing body, whichever is later. If the material is not posted to the governing body's website, at least one copy of the printed material shall be available in the meeting room for inspection by any person while the governing body is considering the printed material. However, the provisions of this section do not apply to any printed material or record that is specifically exempt from disclosure under the provisions of this chapter or to any printed material or record regarding the agenda item of an executive or closed meeting held in accordance with § 1-25-2. A violation of this section is a Class 2 misdemeanor. However, the provisions of this section do not apply to printed material, records, or exhibits involving contested case proceedings held in accordance with the provisions of chapter 1-26.

1-27-1.17. DRAFT MINUTES. The unapproved, draft minutes of any public meeting held pursuant to § 1-25-1 that are required to be kept by law shall be available for inspection by any person within ten business days after the meeting. However, this section does not apply if an audio or video recording of the meeting is available to the public on the governing body's website within five business days after the meeting. A violation of this section is a Class 2 misdemeanor. However, the provisions of this section do not apply to draft minutes of contested case proceedings held in accordance with the provisions of chapter 1-26.

1-27-1.18. WORKING GROUP REPORTS. Any final recommendations, findings, or reports that result from a meeting of a committee, subcommittee, task force, or other working group which does not meet the definition of a political subdivision or public body pursuant to § 1-25-1, but was appointed by the governing body, shall be reported in open meeting to the governing body which appointed the committee, subcommittee, task force, or other working group. The governing body shall delay taking any official action on the recommendations, findings, or reports until the next meeting of the governing body.



Conducting the Public's Business in Public

A guide to South Dakota's Open Meetings Laws
(Revised 2023)

Prepared by:
S.D. Attorney General's Office
in partnership with the
S.D. NewsMedia Association

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Q: WHAT ARE SOUTH DAKOTA'S OPEN MEETINGS LAWS?

A: South Dakota's open meetings laws embody the principle that the public is entitled to the greatest possible information about public affairs and are intended to encourage public participation in government. SDCL Ch. 1-25 requires that official meetings of public bodies must be public and advance notice is to be given of such meetings. The statutes define an "official meeting" as one where a quorum of the public body is present and at which official business or public policy of the body is discussed or decided. Openness in government is encouraged.

Q: WHO DOES THE OPEN MEETINGS LAWS APPLY TO?

A: The open meetings laws apply to all public bodies "of the state and its political subdivisions." SDCL 1-25-1. This includes cities, counties, school boards and other public bodies created by ordinance or resolution, such as appointed boards, task forces, and committees, so long as they have authority to exercise sovereign power. SDCL 1-25-12(1). Although no court decisions have been issued on the subject, this probably does not include bodies that serve only in an advisory capacity. The State Constitution allows the Legislature and the Unified Judicial System to create rules regarding their own separate functions.

Q: ARE TELECONFERENCES CONSIDERED PUBLIC MEETINGS?

A: Yes. The open meetings laws allow meetings, including executive or closed meetings, to be conducted by teleconference – defined as an exchange of information by audio, video, or electronic means (including the internet) – if a place is provided for the public to participate. In addition,

for teleconferences where less than a quorum of the public body is present at the location open to the public, arrangements must also be made for the public to listen by telephone or internet (except for portions of meetings properly closed for executive sessions). The media and public must be notified of teleconference meetings under the same notice requirements as any other meeting.

Q: HOW ARE THE PUBLIC AND MEDIA NOTIFIED WHEN PUBLIC BUSINESS IS BEING DISCUSSED?

A: SDCL 1-25-11 requires that all political subdivisions (except the state and its boards, commissions, or departments as provided in § 1-25-1.3) prominently post a notice and copy of the proposed agenda at the political subdivision's principal office. At a minimum, the proposed agenda must include the date, time, and location of the meeting and must be visible, readable, and accessible to the public for 24 continuous hours immediately preceding the meeting. Also, if the political subdivision has its own website, the notice must be posted on the website upon dissemination of the notice. For special or rescheduled meetings, political subdivisions must comply with the regular meeting notice requirements as much as circumstances permit. The notice must be delivered in person, by mail, by email, or by telephone to all local news media who have asked to be notified. It is good practice for local media to renew requests for notification of special or rescheduled meetings at least annually.

SDCL 1-25-1.3 varies slightly from SDCL 1-25-11 and requires the State and its boards, commissions, or departments to give notice by posting a proposed agenda at least 72 continuous hours before a meeting is scheduled to start (this does not include any weekend or legal holiday). The State is also required to give notice of a public meeting by posting its proposed agenda on <http://boardsandcommissions.sd.gov>.

The requirement to provide one or more places for the public to listen to the teleconference does not apply to official meetings closed to the public pursuant to specific law.

1-25-2. EXECUTIVE SESSION. Executive or closed meetings may be held for the sole purposes of:

- (1) Discussing the qualifications, competence, performance, character or fitness of any public officer or employee or prospective public officer or employee. The term, employee, does not include any independent contractor;
 - (2) Discussing the expulsion, suspension, discipline, assignment of or the educational program of a student or the eligibility of a student to participate in interscholastic activities provided by the South Dakota High School Activities Association;
 - (3) Consulting with legal counsel or reviewing communications from legal counsel about proposed or pending litigation or contractual matters;
 - (4) Preparing for contract negotiations or negotiating with employees or employee representatives;
 - (5) Discussing marketing or pricing strategies by a board or commission of a business owned by the state or any of its political subdivisions, when public discussion may be harmful to the competitive position of the business; or
 - (6) Discussing information pertaining to the protection of public or private property and any person on or within public or private property specific to:
 - (a) Any vulnerability assessment or response plan intended to prevent or mitigate criminal acts;
 - (b) Emergency management or response;
 - (c) Public safety information that would create a substantial likelihood of endangering public safety or property, if disclosed;
 - (d) Cyber security plans, computer, communications network schema, passwords, or user identification names;
 - (e) Guard schedules;
 - (f) Lock combinations;
 - (g) Any blueprint, building plan, or infrastructure record regarding any building or facility that would expose or create vulnerability through disclosure of the location, configuration, or security of critical systems of the building or facility; and
 - (h) Any emergency or disaster response plans or protocols, safety or security audits or reviews, or lists of emergency or disaster response personnel or material; any location or listing of weapons or ammunition; nuclear, chemical, or biological agents; or other military or law enforcement equipment or personnel.
- However, any official action concerning the matters pursuant to this section shall be made

at an open official meeting. An executive or closed meeting must be held only upon a majority vote of the members of the public body present and voting, and discussion during the closed meeting is restricted to the purpose specified in the closure motion. Nothing in § 1-25-1 or this section prevents an executive or closed meeting if the federal or state Constitution or the federal or state statutes require or permit it. A violation of this section is a class 2 misdemeanor.

9-34-19. EXECUTIVE SESSIONS (MUNICIPAL AND COUNTIES). Any documentary material or data compiled or received by a municipal corporation, county, or an economic development corporation receiving municipal or county funds, for the purpose of furnishing assistance to a business, to the extent that such material or data consists of trade secrets or commercial or financial information regarding the operation of such business, is not a public record. Any discussion or consideration of such trade secrets or commercial or financial information by a municipal corporation or county may be done in executive session closed to the public.

1-25-6. DUTY OF STATE'S ATTORNEY. If a complaint alleging a violation of chapter 1-25 is made pursuant to § 23A-2-1, the state's attorney shall take one of the following actions:

- (1) Prosecute the case pursuant to Title 23A;
- (2) Determine that there is no merit to prosecuting the case. Upon doing so, the state's attorney shall send a copy of the complaint and any investigation file to the attorney general. The attorney general shall use the information for statistical purposes and may publish abstracts of such information, including the name of the government body involved for purposes of public education; or
- (3) Send the complaint and any investigation file to the South Dakota Open Meetings Commission for further action.

1-25-6.1. DUTY OF STATE'S ATTORNEY (COUNTY COMMISSION ISSUES). If a complaint alleges a violation of this chapter by a board of county commissioners, the state's attorney shall take one of the following actions:

- (1) Prosecute the case pursuant to Title 23A;
- (2) Determine that there is no merit to prosecuting the case. The attorney general shall use the information for statistical purposes and may publish abstracts of the information as provided by § 1-25-6;
- (3) Send the complaint and any investigation file to the South Dakota Open Meetings Commission for further action; or
- (4) Refer the complaint to another state's attorney or to the attorney general for action pursuant to § 1-25-6.

PERTINENT S.D. OPEN MEETINGS STATUTES

(other specific provisions may apply depending on the public body involved)

1-25-1. OPEN MEETINGS. The official meetings of the state and its political subdivisions are open to the public unless a specific law is cited by the state or the political subdivision to close the official meeting to the public.

It is not an official meeting of one public body if its members provide information or attend the official meeting of another public body for which the notice requirements of § 1-25-1.1 or 1-25-1.3 have been met. It is not an official meeting of a public body if its members attend a press conference called by a representative of the public body.

For any event hosted by a nongovernmental entity to which a quorum of the public body is invited and public policy may be discussed, but the public body does not control the agenda, the political subdivision may post a public notice of a quorum, in lieu of an agenda. The notice of a quorum shall meet the posting requirements of § 1-25-1.1 or 1-25-1.3 and shall contain, at a minimum, the date, time, and location of the event.

The public body shall reserve at every official meeting a period for public comment, limited at the public body's discretion as to the time allowed for each topic and the total time allowed for public comment but not so limited as to provide for no public comment.

Public comment is not required at official meetings held solely for the purpose of meeting in executive session, an inauguration, swearing in of newly elected officials, or presentation of an annual report to the governing body regardless of whether or not such activity takes place at the time and place usually reserved for a regularly scheduled meeting.

If a quorum of township supervisors, road district trustees, or trustees for a municipality of the third class meet solely for purposes of implementing previously publicly adopted policy; carrying out ministerial functions of that township, district, or municipality; or undertaking a factual investigation of conditions related to public safety; the meeting is not subject to the provisions of this chapter.

A violation of this section is a Class 2 misdemeanor.

1-25-1.1. PUBLIC NOTICE OF POLITICAL SUBDIVISIONS. Each political subdivision shall provide public notice, with proposed agenda, that is visible, readable, and accessible for at least an entire, continuous twenty-four hours immediately preceding any official meeting, by posting a copy of the notice, visible to the public, at the principal office of the political subdivision holding the meeting. The proposed agenda shall include the date, time, and location of the meeting. The notice shall also be posted on the political subdivision's website upon dissemination of the notice, if a

website exists. For any special or rescheduled meeting, the information in the notice shall be delivered in person, by mail, by email, or by telephone, to members of the local news media who have requested notice. For any special or rescheduled meeting, each political subdivision shall also comply with the public notice provisions of this section for a regular meeting to the extent that circumstances permit. A violation of this section is a Class 2 misdemeanor.

1-25-1.3. PUBLIC NOTICE OF STATE. The state shall provide public notice of a meeting by posting a copy of the proposed agenda at the principal office of the board, commission, or department holding the meeting. The proposed agenda shall include the date, time, and location of the meeting, and be visible, readable, and accessible to the public. The agenda shall be posted at least seventy-two hours before the meeting is scheduled to start according to the agenda. The seventy-two hours does not include Saturday, Sunday, or legal holidays. The notice shall also be posted on a state website, designated by the commissioner of the Bureau of Finance and Management. For any special or rescheduled meeting, the information in the notice shall be delivered in person, by mail, by email, or by telephone, to members of the local news media who have requested notice. For any special or rescheduled meeting, the state shall also comply with the public notice provisions of this section for a regular meeting to the extent that circumstances permit. A violation of this section is a Class 2 misdemeanor.

1-25-1.5. TELECONFERENCE MEETING. Any official meeting may be conducted by teleconference. A teleconference may be used to conduct a hearing or take final disposition regarding an administrative rule pursuant to § 1-26-4. A member is deemed present if the member answers present to the roll call conducted by teleconference for the purpose of determining a quorum. Each vote at an official meeting held by teleconference may be taken by voice vote. If any member votes in the negative, the vote shall proceed to a roll call vote.

1-25-1.6. TELECONFERENCE PARTICIPATION. At any official meeting conducted by teleconference, there shall be provided one or more places at which the public may listen to and participate in the teleconference meeting. For any official meeting held by teleconference, that has less than a quorum of the members of the public body participating in the meeting who are present at the location open to the public, arrangements shall be provided for the public to listen to the meeting via telephone or internet.

Q: WHO ARE LOCAL NEWS MEDIA?

A: There is no definition of "local news media" in SDCL ch. 1-25. "News media" is defined in SDCL 13-1-57 generally as those personnel of a newspaper, periodical, news service, radio station, or television station regardless of the medium through which their content is delivered. The Attorney General is of the opinion that "local news media" is all news media – broadcast and print – that regularly carry news to the community.

Q: IS A PUBLIC COMMENT PERIOD REQUIRED AT PUBLIC MEETINGS?

A: Yes. Public bodies are required to provide at every official meeting a period of time on their agenda for public comment. Each public body has the discretion to limit public comment as to the time allowed for each topic commented on, and as to the total time allowed for public comment. A public comment period is not required for meetings held solely for the purpose of executive session.

Q: CAN PUBLIC MEETINGS BE RECORDED?

A: Yes, SDCL 1-25-11 requires public bodies to allow recording (audio or video) of their meetings if the recording is reasonable, obvious, and not disruptive. This requirement does not apply to those portions of a meeting confidential or closed to the public.

Q: WHEN CAN A MEETING BE CLOSED TO THE PUBLIC AND MEDIA?

A: SDCL 1-25-2 allows a public body to close a meeting for the following purposes: 1) to discuss personnel issues pertaining to officers or employees; 2) consideration of the performance or discipline of a student, or the student's participation in interscholastic activities; 3) consulting with legal counsel, or reviewing communications from legal counsel

about proposed or pending litigation or contractual matters; 4) employee contract negotiations; 5) to discuss marketing or pricing strategies of a publicly-owned competitive business; or 6) to discuss information related to the protection of public or private property such as emergency management response plans or other public safety information. The statute also recognizes that executive session may be appropriate to comport with other laws that require confidentiality or permit executive or closed meetings. Federal law pertaining to students and medical records will also cause school districts and other entities to conduct executive sessions or conduct meetings to refrain from releasing confidential information. Meetings may also be closed by cities and counties for certain economic development matters. SDCL 9-34-19. Note that SDCL 1-25-2 and SDCL 9-34-19 do not require meetings be closed in any of these circumstances. Any official action based on discussions in executive session must, however, be made at an open meeting.

Q: WHAT IS THE PROPER PROCEDURE FOR EXECUTIVE SESSIONS?

A: Motions for executive sessions or federal law allowing for the executive session i.e. "pursuant to SDCL 1-25-2(3)." Also, best practice to avoid public confusion would be that public bodies explain the reason for going into executive session. For example, the motion might state "motion to go into executive session pursuant to SDCL 1-25-2(1) for the purposes of discussing a personnel matter;" or "motion to go into executive session pursuant to SDCL 1-25-2(3) for the purposes of consulting with legal counsel." Discussion in the executive session must be strictly limited to the announced subject. No official votes may be taken on any matter during an executive session. The public body must return to open session before any official action can be taken. Board members could be held personally liable for the results of an official vote

taken illegally during an executive session. For example, a contract approved only during an executive session could be found void and the board members could be required to repay any public funds spent under the contract.

Q: WHAT HAPPENS IF THE MEDIA OR PUBLIC IS IMPROPERLY EXCLUDED FROM A MEETING OR OTHER VIOLATIONS OF THE OPEN MEETING LAWS OCCUR?

A: Excluding the media or public from a meeting that has not been properly closed subjects the public body or the members involved to: (a) prosecution as a Class 2 misdemeanor punishable by a maximum sentence of 30 days in jail, a \$500 fine or both; or (b) a reprimand by the Open Meeting Commission (“OMC”). The same penalties apply if the agenda for the meeting is not properly posted, or other open meeting violations occur. Also, action taken during any meeting that is not open or has not been properly noticed could, if challenged, be declared null and void. It could even result in personal liability for members of the governing body involved, depending upon the action taken.

Q: HOW ARE ISSUES REFERRED TO THE OPEN MEETINGS COMMISSION (“OMC”)?

A: Persons alleging violations of the open meetings laws must make their complaints with law enforcement officials in the county where the offense occurred. After a signed and notarized complaint is made under oath, and any necessary investigation is conducted, the State’s Attorney may: (a) prosecute the case as a misdemeanor; (b) find that the matter has no merits and file a report with the Attorney General for statistical purposes; or (c) forward the complaint to the OMC for a determination. The OMC is comprised of five State’s Attorneys appointed by the Attorney General. The OMC examines whether a violation has occurred and makes written public findings explaining its reasons. If you have questions on the procedures or status

of a pending case, you may contact the Attorney General’s Office at 605-773-3215 to talk to an assistant for the OMC. Procedures for the OMC are posted on the website for the Office of Attorney General. <http://atg.sd.gov/>.

Q: WHAT DOES THE TERM “SOVEREIGN POWER” MEAN?

A: The open meetings laws do not define this term, but it generally means the power to levy taxes, impose penalties, make special assessments, create ordinances, abate nuisances, regulate the conduct of others, or perform other traditional government functions. The term may include the exercise of many other governmental functions. If an entity is unclear whether it is exercising “sovereign power” it should consult with legal counsel.

Q: MAY AGENDA ITEMS BE CONSIDERED IF THEY ARE ADDED LESS THAN 24 HOURS BEFORE A MEETING?

A: Proposed agendas for public meetings must be posted at least 24 hours in advance of the meeting. The purpose of providing advance notice of the topics to be discussed at a meeting is to provide information to interested members of the public concerning the governing body’s anticipated business. Typically, the public body adopts the final agenda upon convening the meeting. At the time the final agenda is adopted, the governing body may add or delete agenda items and may also change the order of business. See *In re Yankton County Commission, Open Meetings Commission Decision # 20-03*, December 31, 2020. New items cannot be added after the agenda has been adopted by the governing body. Public bodies are strongly encouraged to provide at least 24 hours’ notice of all agenda items so as to be fair to the public and to avoid dispute. For special or rescheduled meetings, public bodies are to comply to the extent circumstances permit. In other words, posting less than 24 hours in advance may be permissible in emergencies.

Q: ARE EMAIL DISCUSSIONS “MEETINGS” FOR PURPOSES OF THE OPEN MEETINGS LAWS?

A: The definition of an “official meeting” in SDCL 1-25-12(3) references teleconferences. The definition of a “teleconference” in SDCL 1-25-12(4) includes the exchange of information via the internet or any other electronic medium. The analysis of these two definitions leads to the conclusion that email discussions that include a quorum of a public body and which discuss the official business of that body could be considered “meetings” for purposes of the open meetings laws. Email participation in scheduling or similar activity would not, under this analysis, constitute a public meeting.

Q: WHAT RECORDS MUST BE AVAILABLE TO THE PUBLIC IN CONJUNCTION WITH PUBLIC MEETINGS?

A: SDCL 1-25-1.4 requires state boards, commissions, or departments to make public meeting materials available on <http://boardsandcommissions.sd.gov>. SDCL 1-27-1.16 requires that any other public body must post meeting materials on the public body’s website or make those materials available to the public at least twenty-four hours prior to the hearing or when made available to the members of the public body, whichever is later. Finally, SDCL 1-27-1.17 requires that draft minutes of public meetings must be made available to the public at the principal place of business for the public body within 10 business days after the meeting (or made available on the website for the public body within five business days). These laws are in addition to any specific requirements for public bodies (i.e., publication requirements in state laws pertaining to cities, counties, or school districts). Enforcement of public records laws contained in SDCL Ch. 1-27 are handled by separate procedures found in SDCL 1-27-35, et. seq. rather than the open meeting procedures described above. Violations of SDCL 1-27-1.16 and 1-27-1.17 are also Class 2 misdemeanors.

Q: WHAT REQUIREMENTS APPLY TO TASK FORCES, COMMITTEES AND WORKING GROUPS?

A: Task forces and committees that exercise “sovereign power,” and are created by statute, ordinance, or proclamation are required to comply with the open meetings laws. SDCL 1-25-12(1). Task forces, committees, and working groups that are not created by statute, ordinance, or proclamation, or are advisory only, may not be subject to the open meetings laws, but are encouraged to comply to the extent possible when public matters are discussed. Ultimately, if such advisory task forces, committees and working groups present any reports or recommendations to public bodies, the public bodies must wait until the next meeting (or later) before taking final action on the recommendations. SDCL 1-27-1.18.

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDG
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Minutes

The minutes of the meetings of the School Board are the written permanent records of the school district. The business manager ~~or designee~~ will keep minutes of all the official actions of the Board. The minutes will include:

1. A record of all actions taken by the Board, with the vote of each member recorded except in cases of unanimous votes.
2. Resolutions and motions. This will include a detailed statement of all expenditures of money, with names of persons to whom payment is made for service rendered or goods furnished; a detailed statement of receipts, and balance on hand; and expenditures and receipts of custodial ~~accounts~~ ~~funds~~.
3. A record of the disposition of all matters on which the Board considered, but did not take action.
4. The salaries of all employees will be published after the July organizational meeting, and total payroll by department monthly.

The unapproved minutes will be available for inspection by any person within 10 business days after the meeting.

Within 20 days after a Board meeting, minutes of the meeting will be published in the local newspaper, as in accordance with law. The business manager will sign each legal publication submitted to the newspaper.

The Board will approve the minutes of every meeting within 45 days after that meeting. The presiding officer and the business manager will sign the minutes of all regular and special meetings after approval by the Board. Any change or correction in the minutes will be reflected in the minutes of the meeting at which the changes are made.

Following each annual school election held pursuant to SDCL 13-7-10, the School Board, within 60 days of the official canvass, shall include in the school board minutes, the following information:

1. The number of registered voters of the school district on the date voter registration closes;
2. The number of registered voters of the school district who voted in the election;
3. The percentage of registered voters of the school district who voted in the election;
4. The date of the election, and if the election was held in conjunction with a regular municipal election as provided in SDCL 13-7-10.1 or with the regular June primary as provided in SDCL 13-7-10.3.

If the annual election was not held because there was not a contested vacancy for the school board and no question was submitted to the voters, the School Board shall provide that information in the school board minutes.

The School Board must include in the minutes of the meeting at which the School Board conducted its annual review of open meeting laws an acknowledgement that the review was completed.

All minutes will be open to inspection by the public during the regular office hours ~~se~~ of the business manager.

REFERENCES

State Reference:

- SDCL 1-25-13 [Annual review of open meeting laws](#)
- SDCL 1-27-1.17 [Draft minutes of public meeting to be available](#)
- SDCL 13-6-17 [Plan incorporated in board minutes](#)
- SDCL 13-7 [School district elections](#)
- SDCL 13-8-34 [Approval and signing of minutes](#)
- SDCL 13-8-35 [Publication of minute of board](#)
- SDCL 13-8-43 [Records of business manager open to public inspection](#)
- SDCL 13-16-21 [Custodial Funds - Reports and Audits](#)
- SDCL 17-2-19 [Legal publication fees](#)
- SDCL 17-2-20 [Fees chargeable for 2nd and subsequent publications](#)
- SDCL 6-1-10 [Publication of payroll information](#)

Policy Cross Reference:

- BBB [School Board Elections](#)
- BD School Board Meetings
- KBA [Public's Right to Know](#)

Adoption History

First Reading	11/17/2014		
Approved	12/8/2014		
First Reading-Revision	6/27/2019		
Approved	7/22/2019		
First Reading-Revision	2/28/2022		
Approved	3/14/2022		

SECTION	F	TITLE	SUPPORT SERVICES	FILE	FC
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FACILITIES CAPITALIZATION PROGRAM

To finance the facilities program, the Board, as established by law, may at its discretion authorize an annual tax levy not to exceed three ~~(3)~~ dollars per thousand dollars on the taxable valuation of the district for the capital outlay fund. The Board may also issue and sell capital outlay certificates. Money received from the sale of these certificates will also be placed in the capital outlay fund.

Approval to enter into an agreement or issue capital outlay certificates is subject to a referendum, with an election for that purpose to be held on:

- The first Tuesday after the first Monday in March;
- The first Tuesday after the first Monday in June; or
- The first Tuesday after the first Monday in November.

The capital outlay fund is a fund provided by law to meet expenditures on one thousand dollars or more for the purchase of land; improvement of grounds; construction of, additions to and remodeling of facilities; or for the purchase of equipment. It may also be used for installment or lease-purchase payments for the purchase of real property, plant or equipment, where the installment or lease purchase contract does not exceed 20 years, and for the payment of the principal and interest of capital outlay certificates. When used for the purchase of capital outlay certificates and the payment of installment or lease-purchase contracts, the total accumulated unpaid principal balances cannot exceed three percent of the taxable valuation. A school district, which contracts its student transportation may expend from the capital outlay fund an amount not to exceed fifteen percent of the contract amount. The capital outlay fund may be used to purchase textbooks and instructional software. The capital outlay fund may be used to purchase warranties on capital assets only if the warranties do not include supplies.

Construction of new facilities, or of additions to facilities which will require advertising for bids, must have a public hearing at least 10 days prior to the advertisement of any contract specifications. Following this public hearing and approval of the Board, the district may use the capital outlay fund for payment of the new construction or addition; however, the District may not change the originally advertised use of the fund without holding another public hearing.

In accordance with law, the Board will develop and maintain a five-year plan on the annual projected revenues and expenditures for the capital outlay fund. The projected expenditures will itemize the projected costs for new or additional facilities.

ASBSD Revised ASBSD Policy Language

REFERENCES
<p>State Reference: SDCL 13-16-6 Capital outlay fund--Definition--Uses--Levy SDCL 13-16-6.1 SDCL 13-16-6.2 SDCL 13-16-6.3 SDCL 13-16-6.4 SDCL 13-16-7 Additional tax levy for certain funds or obligations SDCL 13-16-8 Bond and certificate proceeds placed in capital outlay fund SDCL 13-16-9.3 Public hearing for use of capital outlay fund</p> <p>Policy Reference: FD (KBE) Bond Campaigns</p>

Adoption History			
First Reading	04/13/2015		
Approved	04/27/2015		
First Reading-Review	01/23/2023		
Approved	02/13/2023		

SECTION	I	TITLE	INSTRUCTION	FILE	IGBA
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PROGRAMS FOR CHILDREN WITH DISABILITIES

In keeping with the philosophy that a public school system is responsible for the education of all children within the community and, further, that every child is entitled to equal education opportunity, the Board will provide programs and services designed to meet the individual needs of children with disabilities, birth through 21.

The ultimate goal of these programs will be to have children with disabilities become as self-sufficient as their ~~disability abilities~~ permits and to increase their life options and opportunities for personal liberty, happiness, and participation in our society. Identifying young children with disabilities in order that ~~so~~ they may receive special education and related services is part of this responsibility.

The District will work with parents in designing and providing programs and services to children with disabilities. Parents must be informed and give consent prior to a ~~student receiving a~~ comprehensive evaluation of a ~~diagnosis of possible~~ learning disability or other disability. In the event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents must be accorded the right of due process.

DEVELOPMENT OF AN INDIVIDUAL EDUCATION PROGRAM (IEP)

A local placement committee will be ~~comprised composed~~ of parents, the child when appropriate, the Superintendent or designee, a regular classroom teacher receiving or referring a child, an educator from the field of special education, and, if necessary, an evaluator to interpret the multidisciplinary data. This committee will be responsible for development of the student's individual education program (IEP) and placement. All procedures will be in accordance with federal and state requirements.

CHILD OF ARMED FORCES ACTIVE DUTY MEMBER

A new or revised 504 plan, individualized family service plan (IFSP), or individualized education program (IEP) must be implemented within thirty calendar days after enrollment of a student who is the child of an active-duty member of the United States Armed Forces and the member is the subject of a military transfer to this state, the student currently has a 504 plan, IFSP, or IEP implemented by the district in which the student was previously enrolled, and the appropriate school staff member does not implement the current a 504 plan, IFSP, or IEP. The student's parent or guardian and the District may extend the deadline for implementation of a new or revised program by mutual agreement.

The District will accept unofficial records of the child until such time as the student receives

SECTION	I	TITLE	INSTRUCTION	FILE	IGBA
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conditional placement, at which time the District will request the student’s official education records from the district in which the student was previously enrolled.

OUT-OF-DISTRICT PLACEMENT

A child in need of special education or special education and related services assigned to and enrolled in an approved out of district special education residential or tuition day program through an individualized education program (IEP) has school residence in the school district making the assignment. The fiscal responsibility of the school district making the assignment continues until the end of the school fiscal year or until the child's parent or guardian enrolls the child in another school district, the child participates in the new school district's special education program, the new school district conducts a placement committee meeting, a new individualized educational program for the child is adopted, and ~~or~~ the child's placement is changed.

REFERENCES

State Reference:
[ARSD 24:05 13-25](#) - Special Education
[SDCL 13-28-9.1](#)
[SDCL 13-37](#)
[SDCL 13-37-62](#)

Federal Reference:
[CFR Title 34 Part 104](#)
 CFR Title 24 Part 300
[USC Title 20 Chapter 33](#)
 USC Title 29 794
[USC Title 42 Chapter 126](#)

Adoption History

First Reading	11/9/2015		
Approved	11/23/2015		
First Reading-Revision	5/13/2024		
Approved-Revision	5/28/2024		

DOUGLAS SCHOOL DISTRICT
Board Policy

ASBSD Revised Policy Language

SECTION	I	TITLE	INSTRUCTION	FILE	IGBA
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SECTION	K	TITLE	SCHOOL/COMMUNITY/ HOME RELATIONS	FILE	KLB
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**PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL
~~/LIBRARY~~ MATERIALS**

The Board reserves to itself the final responsibility for ~~all library and~~ instructional materials used and curricula taught in the district schools. The Board recognizes that without a free and vigorous exchange of ideas, learning and teaching cannot take place effectively. ~~It is further the policy of the Board to provide a broad range of materials to enrich and support curriculum and to encourage recreational reading.~~

The Board also recognizes that district residents have a right to express concern about the educational programs of their schools. When citizens have concerns about particular courses, library, or instructional materials, these concerns should be stated in writing, carefully considered, and accorded the courtesy of a prompt reply by school personnel. All such replies will be based on the instructional goals of the district, upon course objectives, and upon ~~the~~ criteria for selection of ~~instructional~~ materials.

Staff members will ~~make a good faith effort attempt~~ to accommodate serious religious or moral objections to particular instructional materials by providing alternate materials whenever possible. ~~Regarding objections to certain library materials that are not a part of the curriculum or instruction, the parent/guardian may limit their child's access to those materials, without limiting the access of other students, by completing a Library Materials Opt-Out form.~~ However, attempts by parents or students to control what others read and study will be subject to careful scrutiny and questions by ~~instructional staff~~ school employees and the Board.

Complaints against instructional materials will be considered a most serious matter and will be processed in a very deliberate manner. ~~Therefore, using the following procedures are to be followed, step-by-step.~~

1. The material in question should first be discussed with the teacher or librarian who will report the results of this meeting to the principal. If satisfaction is not reached, the complainant may continue with Step 2.
2. The principal will meet to discuss the material with the complainant and the teacher or ~~building library staff~~ librarian. The results of the meeting will be reported to the Executive Director of Elementary/Secondary Academics. If satisfaction is not gained, the complainant will be given the form, "Request for Reconsideration of Instructional Materials," to fill out and return to the principal and superintendent before proceeding to Step 3. A separate form must be completed for each material challenged, and each complaint will be reviewed individually. ~~complete the form "Citizen's Request for Reconsideration of Educational Materials, (KLB-E)" in order to proceed to Step 3.~~

SECTION	K	TITLE	SCHOOL/COMMUNITY/ HOME RELATIONS	FILE	KLB
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**PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL
~~/LIBRARY MATERIALS~~**

3. The Superintendent will instruct the Executive Director of Elementary/Secondary Academics to appoint ~~and chair~~ a review committee composed of the following members:

- The ~~One~~ building principal.
- The building ~~One-certified~~ librarian.
- Two building teachers.
- One adult citizen. ~~Three parents~~

The committee members will review the completed form submitted by the complainant and will read or view the challenged material in its entirety. They will read reviews of the material from professional sources and review in full the materials and not form opinions based on isolated segments or images. The committee will respond to the complainant's answers to the questions on the form, "Request for Reconsideration of Instructional/~~Library~~ Materials." The committee may recommend by simple majority, by anonymous vote, that the questioned material be retained, moved to a different level, or not retained. The recommendation of the committee will be sent to the complainant by the Superintendent. If the complainant is not satisfied, he may continue with Step 4.

4. The Superintendent ~~and the complainant~~ will meet with the complainant to resolve the problem. If the complainant remains unsatisfied, the matter is to be directed to the School Board in Step 5. ~~to make a good faith effort to resolve the problem. If an impasse develops, the matter is to be directed to the Board in Step 5.~~
5. The School Board will review the recommendation of the review committee and examine all documentation prior to reaching a decision. Board members are encouraged to read the challenged materials. ~~The decision of the Board is the final step in the request for reconsideration of instructional materials.~~
6. If the Complainant is dissatisfied with the School Board's decision as to whether any material is obscene, the complainant may appeal the decision by filing an appeal to the circuit court pursuant to SDCL Ch. 13-46.

The challenged material will continue to be used during the reconsideration process, unless the Superintendent or School Board suspends its use.

Decisions on reconsidered materials will stand for ~~three (3) years~~ one (1) calendar year before new requests for reconsideration of those items will be entertained unless the decision of the School Board is modified by a judicial review.

SECTION	K	TITLE	SCHOOL/COMMUNITY/ HOME RELATIONS	FILE	KLB
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**PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL
~~LIBRARY~~ MATERIALS**

~~Three (3) years~~ **One (1) calendar year** must pass before material that has been censored or banned can be reinstated, or considered for reinstatement. After that time, the board may entertain a request by a parent/guardian, student, citizen, librarian or other district employee to consider reinstatement of the materials previously banned or censored.

REFERENCES

STATE REFERENCE:
 SDCL 22-24-55 [Restrict access to obscene materials](#)

Adoption History

First Reading	1/9/1989		
Approved	1/30/1989		
First Reading-Revision	11/26/1991		
Adoption History Continued			
Approved-Revisions	1/14/1992		
First Reading-Revision	1/28/2008		
Approved-Revision	2/11/2008		
First Reading-Revised	2/26/2024		
Approved-Revised	3/11/2024		

SECTION	I	TITLE	INSTRUCTION	FILE	IIAC
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Library Materials Selection and Adoption

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association. In selecting library materials, the District will:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a well-balanced and broad collection of materials that will enable students to make informed judgments in their daily lives.
4. Provide materials representing different viewpoints of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide diversity in materials, representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

The District will not select obscene library matter or materials. For the purposes of this policy, obscene matter or materials is defined as material:

- The dominant theme of which, taken as a whole, appeals to the prurient interest, which is a shameful or morbid interest in nudity, sex, or excretion, which goes substantially beyond customary limits of candor in description or representation of such matters; and
- Patently offensive because it affronts contemporary community standards relating to the description or representation of sado-masochistic abuse or sexual conduct; and
- Lacks serious literary, artistic, political, or scientific value.

Initial purchase suggestions for library materials may come from all personnel—teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials ~~recommended~~ to be included in the school library. ~~Selection will be assisted through the use of preview examinations, recommendations, research data, and standard evaluation aids.~~ Lost and worn materials with continuing educational value will be replaced. Items obsolete, outdated, or irrelevant will be removed. Final approval and authority for distribution of funds will rest with the building principal, subject to approval of the Superintendent or designee and in keeping with the Board approved budget.

Criteria for Materials Selection

Selection of library materials will be based on:

SECTION	I	TITLE	INSTRUCTION	FILE	IIAC
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Library Materials Selection and Adoption

- Relevancy or permanent value
- Accuracy
- Authoritativeness
- Readability
- Clear presentation and format
- Educational significance
- Need and value to the collection
- Age appropriateness
 - Elementary (grades PK-5, ages 0-10)
 - Middle School (grades 6-8, ages 10-13)
 - High School (grades 9-12, ages 13-17)

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Board policy on complaints about instructional materials. The challenged material will continue to be used during the reconsideration process, unless the Superintendent or School Board suspends its use. Decisions by the Superintendent or School Board on reconsidered materials ~~on reconsidered materials~~ will be binding for one (1) calendar year ~~three (3) years~~ before new requests for reconsideration of those items will be entertained unless the decision of the School Board is modified by a judicial review.

~~Three (3) years~~ One (1) calendar year must pass before material that has been censored or banned can be reinstated, or considered for reinstatement. After that time, the board may entertain a request by a parent/guardian, student, citizen, librarian or other district employee to consider reinstatement of the materials previously banned or censored.

This policy will be published on the district's website.

REFERENCES

State Reference:
 SDCL 22-24-25 [Municipal and county power to regulate obscene materials or obscene live conduct not preempted.](#)
 SDCL 22-24-27 <https://sdlegislature.gov/Statutes/22-24-27>
 SDCL 22-24-55 [Restrict access to obscene materials](#)
 SDCL 22-24-57 [Complying public school or library not liable for damages](#)

Policy Reference:
[KLB](#) - Public Complaints about Curriculum or Instructional/Library Materials

SECTION	I	TITLE	INSTRUCTION	FILE	IIAC
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Library Materials Selection and Adoption

Adoption History			
First Reading	10/13/2015	First Reading-Revised	10/15/2024
Approved	10/26/2015	Approved - Revised	10/28/2024
First Reading-Revision	5/28/2024		
Approved	6/10/2024		

SECTION	J	TITLE	STUDENTS	FILE	JEA
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COMPULSORY ATTENDANCE AGE

Under South Dakota law, a child who is at least six (6) years old by ~~the first day of~~ September 1st, but who has not exceeded the age of eighteen (18), ~~is of compulsory school age~~ must regularly attend a public or non-public school or receive alternative instruction as set forth in state law, unless excused. It is the responsibility of every person having under their control a child between those ages to see to the child’s attendance at school, either public, nonpublic, or alternative instruction until the child has reached the age of eighteen (18), unless excused, graduated, or withdraws as allowed by law.

A child may withdraw from school attendance at age seventeen with the written consent of that child’s parent, guardian, or other custodian. The district will keep the documentation of such written consent and will forward a copy to the Department of Education within thirty days of receipt.

All children shall attend kindergarten prior to age seven. Any child who transfers from another state may proceed in a continuous educational program without interruption if the child has not previously attended kindergarten.

Any person who does not see to the school attendance or alternate instruction of a child in their care may be guilty of a misdemeanor and if convicted, may be subject to a fine as established by law.

No student will be denied the right of attending school without due process of law.

REFERENCES

State Reference:

- [SDCL 13-27-1](#)
- [SDCL 13-27-1.1](#)
- [SDCL 13-27-1.3](#)
- [SDCL 13-27-2](#)
- [SDCL 13-27-11](#)
- [SDCL 13-27-12](#)
- [SDCL 13-27-16](#)
- [SDCL 13-32-4.1](#)

Adoption History

First Reading	10/12/10	First Reading-Revised	05/22/2023
Approved	10/25/10	Approved - Revised	06/12/2023
First Reading- Revisions	11/09/15		

Revised ASBSD Policy Language

Approved - Revisions	11/23/15		
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SECTION	J	TITLE	STUDENTS	FILE	JEG
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EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

HIGH SCHOOL EQUIVALENCY PROGRAM: ~~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)~~ high school equivalency test preparation 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 29 U.S.C. §§ 3191 to 3212, inclusive (January 1, 2009) ~~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 the student's ~~his~~ immediate family, making the student's ~~his~~ presence at home an actual necessity, or the student's ~~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.

**Summary Slides To Be Shared From Comments From Studer
Conference For Beginning of the Year
Draft II - Unedited - 8.2.2025**

1. WHAT IS DRIVING US?

- a. What can we control?
- b. What is out of our control?
- c. . . . The ultimate goal is to build leadership capacity. We as district leaders can not make the changes alone. True change and improvement comes from consistency of practice across the system across all stakeholders. —> Our goal as leaders is to build consistency and alignment of practice. This is how we realign the arrows!
- d. **(ONBOARDING NEED)**
 - i. Stay Interviews - how do you feel connected:
 - ii. Student Teachers participate in our onboarding process;
 - iii. 30/60/90 day check ins with new staff
 - iv. Are we living up to our values?
 - v. **Onboarding VS Go forward and do great things. . .**
- e. The old way felt better —> it is the job of leaders to guide people through continuous improvement. . .we have to do this in purposeful and intentional ways.
- f. Busyness - Get information here - HANDOUT?
- g. It is the responsibility of leaders to lean into change and continuous improvement.
- h. Learning happens in the pause. The gift we give ourselves and our teams if the opportunity to pause and reflect on our practice
- i. Don't allow people to hold the organization back.
- j. Your current results are coming from your current practices and systems. Things should not unravel when the leader is out of the building. . . (Prioritize Building Leadership Capacity)
- k. **80-85% of failure centers around lack of or ineffective systems.**
 - i. It unravels when leadership changes; OR
 - ii. A strong system is in place to guide new leadership and new staff;
- l. SPREAD THE SYSTEM . .

2. Improvement

- a. Improvement is messy and the work is ongoing.
- b. Create Beach Heads, meaning just get started, there is never a great time to get started - it is an excuse.
- c. Keep people informed of progress and mis steps

- d. What steps are we taking to ensure that systems are hardwired beyond you and I in this room?
 - e. We have core processes that are leaky → PAUSE → Build Coherence (The quality of being logical and consistent; The quality of forming a unified whole). What key structures need to be put in place?
 - f. Stay tightly aligned to the goals we have - always connect back to “The Why”.
 - g. Have a succession plan → pick and develop people. . .
 - h. Empower people sooner to take calculated risks.
 - i. Be open to feedback -
 - j. feedback is power - build a culture that values feedback.
 - k. Decision-Making - an organization with 500 people makes 4 million decisions a day. Success is the sum of all decisions.
 - l. Rapid Cycle Improvement:
 - i. Faster Learning
 - ii. Quicker Feedback
 - iii. Shared Problem Solving
 - iv. How do we respond quickly to needs?
 - m. How can we afford not to improve
3. Student Rounding
- a. Collecting feedback to gain an understanding of the pulse of your school:
 - i. What do you like about our school
 - ii. What do you think could be better at our school?
 - iii. Is there someone here at our school that is especially helpful to you?
 - b. We don't round because it is trendy. We round because it changes and builds the culture we desire.
 - c. Consider Rounding with Board Members
4. Service Excellence
- a. How do you want to be known by the customers you serve?
 - b. Standards of excellence helps to enforce “How We Serve”
 - c. Don't Fix - Listen
5. SYSTEMS (See Notes For Slide)
- a. You might need a system if you:
 - i. Find yourself running around putting out fires all day (figuratively speaking);
 - ii. Find yourself “rescuing” others during the day;
 - iii. Are busy but don't feel like your work has an impact
 - iv. Have long-term goals but have no energy or time to make progress on them;
 - v. Have a hard time delegating and/or saying “No”;

- vi. Sometimes or often feel that you are “doing the job of others” intentionally, or:
 - vii. Your important work is not getting completed or even started.
 - viii. It is impossible to get results without systems!
- b. Service Excellence:
- i. Touchback or Sundown Rule - we will get back to people within 24 hours, regardless of whether or not we have closed the loop.
 - ii. Build a mindset of solutions with ALL staff;
 - iii. Perfection is not attainable, but if we chase perfection, we can catch excellence;
 - iv.
6. Thoughts From Quint Studer:
- a. WE/THEY is the cancer that kills organizations;
 - b. Book on Trust - [The Human Margin](#)
 - c. ~~HAVE TO~~ - ~~GOT TO~~ → GET TO
 - i. . . . You have no choice in the matter - I've got two years vs. I get to change lives for 2 more years . . .
 - d. Questions you might ask to get people into the GET TO Mindset:
 - i. What are you grateful for?
 - ii. Why did you decide to work in education?
 - iii. Why do you work at your school, building, or department;
 - iv. Replenishment Ratio 3-1
 - v. Create opportunities for gratification and Reflection;
 - vi. Reflect on what we are grateful for
 - vii. Tell me what is right
 - viii. People tend to talk about what is wrong rather than what is right;
 - e. ROUNDING
 - i. Rounding is not “Transactional” it is Relational - The purpose of rounding is to make a personal connection!
 - ii. The questions can change AND the PURPOSE does not change!
 - iii. Our data shows that rounding works.
 - f. How charged is your battery Graphic - a simple opportunity to check in on staff and find out how they are doing . . .
 - i. Stressed at 35%
 - ii. Anxiety at 20%
 - iii. What can we do to help?
 - g. ONBOARDING
 - i. Emotional Onboarding - create a welcoming and supportive environment that fosters belonging for new staff.

- ii. Move from doubt to an understanding of This is an organization that supports me.
- iii. We tactically onboard people but do we emotionally onboard people?
- iv. Ask the question of veteran staff - what did you feel like on your first day of teaching? → creates empathy and a feeling of I Belong, I'm not alone.
- v. What are your non-negotiables?
- vi. What can be customized?
- vii. Bring people inside our culture and make them feel valued!
- viii. In the absence of detailed processes, people will make their own narrative.
- ix. What might a better onboarding experience look like?
- h. Closing Quotes:
 - i. "Never underestimate the difference you can make!"
 - ii. Pebble in a pond - ripple - people that make a difference;
 - iii. Aren't we lucky we get to do this today.

7. LEADERSHIP

- a. LEADERSHIP is about leading, managing, and navigating change on a daily basis.
 - i. Pushback - just because people are high performers does not mean they will come along. When people can't come along, we have to help move them forward.
 - ii. Build a culture of improvement within your district.
 - iii. Apply the feedback loop to All goals and aligned actions to determine What's Working and What's not.
 - iv. Scale what's working and continue the feedback loop.
 - v. Dig deeper into "Wicked" problems.
 - vi. LEAD People and MANAGE Projects
 - vii. We can do hard things together
 - viii. How do we build the connective fiber throughout the organization?
 - ix. What we say and how we say it matters!
 - x. What do we want to lean into?
 - xi. Be engaged, valued, curious, and connected
 - xii. How does intentional feedback support our growth (Feedback Loops are Key)
 - xiii. An ongoing commitment of Leadership Development -
 - xiv. Reflect and Pause
 - xv. Feeling that you are meaningful to the organization increases effort, attendance, retention, and commitment;
 - 1. 30% report feeling invisible at work;

2. 65% feel under appreciated;
 3. 82% of workers feel lonely;
 4. 61% say they don't get appreciation for their effort.
 5. 90% feel grateful for their team members, less than 40% express their gratitude.
- xvi. Lead with purpose. Act on what you hear.
 - xvii. How do we ground people in the work we do?
- b. Feedback Loop - explained another way:
 - i. Analyze Data
 - ii. Make Sense of Data
 - iii. Act on Data
 - iv. Gather Data
 - c. Control the things that matter the most! What are you saying yes to and more importantly, what are you saying No to? Eliminate Noise - Yes is Yes and No is No.
 - d. Are my actions making a difference? If not, ADAPT!
 - e. Help people get where we need to go - AND not going is not an option!
8. The Busyness Trap - once the culture of busyness is established, it tends to persist unchallenged. Teams allow established procedures and activities without tracking for the impact of their effort and the outcomes produced. Aligned adjustment requires leaders and teams to PAUSE to assess impact and adjust. NEVER MISTAKE ACTIVITY FOR IMPACT!
9. Guiding Questions For Improvement:
 - a. Why is your work with improvement important to you personally? How is this process shifting your thinking?
 - b. What is changing as you listen to those closest to the work more closely?
 - c.
 - d. How are you building in time to pause as a team to use feedback, and other evidence, to inform your improvement cycles?