

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Tuesday, October 13, 2026

**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/98316251647?pwd=i0AsDJ5GosfWxEYSZrMh4pdDoSoeQV.1>
Meeting ID: 983 1625 1647
Passcode: P4LX9j

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.

1. Call Meeting To Order:
2. Pledge of Allegiance and Moment of Silence In Honor Of Fallen Soldiers And Active Duty Persons:
3. Recognition: 2025-26 ASBSD ALL Award - BOE
2026 Governor's Award for Outstanding Transition Services - Denise Stiles
4. Review of Board Working Agreements:
 - We ask
 - We learn
 - We lead
- 5.
6. Public Forum:
7. Approval of Agenda:
8. Consent Agenda Items:
 - A. Approval of Regular Meeting Minutes of September 28, 2026.
 - B. Approve Personnel Action.

- C. Approve the Purchases and Issuing of Accounts Payable and Payroll
 - D. Approve Conflict Disclosures and Waiver Authorizations Pursuant to SDCL 3-23-3
 - E. Approve Second Reading of Revised Policy JECB -Admission of Non-Resident Students (Open Enrollment)
9. Items Removed From Consent Agenda
10. Elementary and Secondary Curriculum and Instruction Items:
- A. Approval of Building School Improvement Plans
 - B. Approval of Accreditation Requirements
11. Superintendent Items:
- A. OLDCC Grant III and Timelines for Projects
 - B. BOE Listening Session Summary
12. Fiscal Resources Items:
- A. Approve the following grant budgets:
 - (1) Consolidated Application - includes: Title I, Part A (Improving Academic Achievement of Disadvantaged); Title II, Part A (Improving Teacher Quality - Class Size Reduction); and Title IV, Part A (Student Support and Academic Enrichment Grants),
 - (2) Title VI - Indian Education,
 - (3) McKinney-Vento, and
 - (4) AFJROTC
13. Operational Support Services Items:
- A. Hear Informational Reading of Revised Policy GCN - Professional Teaching Staff Evaluation and Policy JHCC-R - Student Communicable Conditions Regulation
14. Reports:
- A. Superintendent:
 - 1. DMS Update.
 - 2. CMAR Interviews on October 21.
 - B. Committee Reports From Board Members and Comments from Associate Board Members

15. Upcoming Calendar Events: October 16 - End of 1st Quarter, 2 Hr Early Release for Students
October 26 - BOE Meeting, 5:00 pm
October 30 - Staff PD Day, No School for Students
November 9 - BOE Meeting, 5:00 pm

16. Adjournment

DOUGLAS SCHOOL DISTRICT
Board Policy

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
BDDDB	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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DOUGLAS SCHOOL DISTRICT
Exhibit

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH-E(2)
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Introduction to Public Forum

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

This is the time for the Public Forum.

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

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

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

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

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

Adopted: 3/14/2022

MINUTES
DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION MEETING

Monday, September 28, 2026

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Monday, September 28, 2026 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. Brandon Vigneron: Associate Board Member, present; and Jo Anne Mulholland: Associate Board Member, present.

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

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

There was nothing for public forum.

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

Motion to approve the consent agenda, Items 7A and 7C-F. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Approved Regular Board Meeting Minutes of September 14, 2026.

Approved August 2026 Financial Reports. (Attachment)

Approved September 30, 2026 Accounts Payable Report. (Attachment)

Approved the Cooperative Agreement between Youth and Family Services and Douglas School District for the 2026-27 school year.

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

Motion to approve Item 7B, Staff Leave of Absence Requests and Personnel Action. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried. Frerichs: Abstain (With Conflict)

Superintendent Items:

Motion to approve Student Assignment Requests as recommended for the 2026-27 school year. This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried.

Motion to approve appointment of Amy McGovern as delegate to the ASBSD Delegate Assembly on November 20; and Ben Frerichs as alternate delegate. This motion, made by Chris Misselt and seconded by Tonya Welch, Carried.

Business Manager Trista Olney shared that the OLDCC Planning Grant and the OLDCC DCIP grant for \$20 million for construction of the elementary building were both officially approved last week while she and Superintendent Kevin Case were in Washington DC for the NAFIS Fall Conference. They were able to thank our legislators in person.

Operational Support Services Items:

Motion to approve First Reading of Revised Board Policy JECB - Admission of Non-Resident Students (Open Enrollment). This motion, made by Chris Misselt and seconded by Ben Frerichs, Carried.

Reports:

Committee Reports from Board Members and Comments from Associate Board Members

Col Vigneron stated the base bus contract with Yellow Fin was modified last week to add a second bus for K-3 students who live on base--it's part of student safety.

Ben Frerichs said there is a District Wellness Committee meeting this week.

Other members added comments on Homecoming Week and the activities planned. Board members took a picture with the attending Boy Scouts.

Motion to adjourn the meeting at 5:11 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 _____.

August 1, 2026 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 07/31/26	1,816,865.40	906,242.73	1,762,874.71
RECEIPTS:			
TAXES	1,846.75	738.10	1,140.52
INTEREST	1,787.70	0.00	0.00
ADMISSIONS	0.00	0.00	0.00
LOCAL	6,966.83	5.99	0.00
COUNTY	6,288.51	0.00	0.00
STATE	1,481,658.19	0.00	355,427.98
FEDERAL	0.00	281,658.26	7,749.09
OTHER	1,737.83	0.00	0.00
INTERFUND TRAN.	12,660.00	0.00	0.00
TOTAL RECEIPTS:	1,512,945.81	282,402.35	364,317.59
DISBURSEMENTS:			
VERIFIED CLAIMS	495,990.61	1,109,074.53	136,928.10
SALARIES	1,650,338.93	0.00	379,963.30
TRANSFERS OUT	0.00		
BALANCE 08/31/26	1,183,481.67	79,570.55	1,610,300.90
BALANCE 08/31/25	1,077,337.41	798,490.48	2,002,302.50

August 1, 2026 FINANCIAL	FEDERAL PROJECTS	CAPITOL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 07/31/26	78,716.01	(545,321.25)	43,420.62
RECEIPTS:			
LOCAL			
STATE			
FEDERAL	13,298.00	0.00	0.00
REIMBURSEMENTS			
OTHER (LOCAL) -AFROTC	0.00	0.00	0.00
INTERFUND TRAN.	0.00		
TRANSFER IN			
TOTAL RECEIPTS:	13,298.00	0.00	0.00
DISBURSEMENTS:			
VERIFIED CLAIMS	734.16	312,600.93	2,643.00
SALARIES	67,550.93	0.00	0.00
TRANSFERS OUT		0.00	
BALANCE 08/31/26	23,728.92	(857,922.18)	40,777.62
BALANCE 08/31/25	23,204.04	0.00	48,686.70

August 1, 2026 FINANCIAL	DEP CARE	MEDICAL REIMB	IMPACT AID
BALANCE 07/31/26	3,826.86	(1,020.99)	30,363,699.54
RECEIPTS:			
INTEREST	0.00	0.00	12,660.00
FEDERAL	0.00	0.00	0.00
LOCAL	1,291.68	3,838.48	0.00
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	1,291.68	3,838.48	12,660.00
DISBURSEMENTS:			
VERIFIED CLAIMS	1,399.92	7,218.42	0.00
EXPENDITURES/TRANSFERS OUT	0.00	0.00	12,660.00
BALANCE 08/31/26	3,718.62	(4,400.93)	30,363,699.54
BALANCE 08/31/25	2,835.50	208.25	30,035,952.24

August 1, 2026 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS
BALANCE 07/31/26	123,479.32	248,232.80
RECEIPTS:		
INTEREST		
SALES	45,234.84	0.00
STATE	0.00	0.00
FEDERAL	130,125.38	0.00
LOCAL	(582.57)	23,542.41
OTHER	0.00	0.00
INTERFUND TRAN.	0.00	
LOANS	0.00	
TOTAL RECEIPTS:	174,777.65	23,542.41
DISBURSEMENTS:		
VERIFIED CLAIMS	95,064.25	32,709.48
SALARIES	36,144.08	0.00
BALANCE 08/31/26	167,048.64	239,065.73
BALANCE 08/31/25	151,746.24	263,370.47

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
ACTION MECHANICAL INC	188120		130.00
AMERICAN TIME & SIGNAL COMPANY, INC.	188121		898.43
AMERICINN BY WYNDHAM MITCHELL	188122		1,770.72
ANGEL TRAX	188123		1,313.52
ANYPROMO	188106		651.22
APPLE INC	188124		119.00
ASBSD	188125		50.00
BEST WESTERN PLUS RAMKOTA HOTEL	188127		768.00
BJ'S INSTRUMENT REPAIR	188128		180.00
BLACK HILLS ENERGY- AUTO PAY	347		41,562.93
BLICK ART MATERIALS	188129		16.31
BOULDER CANYON COUNTRY CLUB	188106		22.00
BOX ELDER HARDWARE	188130		1,740.31
CDW EDUCATION	188132		1,679.20
CITY OF BOX ELDER	188134		84,125.73
COLUMN SOFTWARE PBC	188135		199.85
COMMERCIAL DOOR & SPECIALTIES INC.	188136		1,180.00
CONVERGINT TECHNOLOGIES LLC	188137		33,457.24
CRESCENT ELECTRIC	188139		920.82
CURB ENVISION LLC	188140		2,142.00
CUSTER SCHOOL DISTRICT	188141		100.00
DAKOTA BUS SERVICE, INC.	188142		2,707.50
DAKOTA TIMING, LLC	188143		912.80
DAYLIGHT DONUTS	188106		281.59
DIDAX	188144		37.50
DIVISION OF CRIMINAL INVESTIGATION	188106		1,500.00
DOMINOS PIZZA- BOX ELDER	188106		611.10
DOUBLETREE RAPID CITY DOWNTOWN	188145		90.18
DOUGLAS PETTY CASH	188146		603.20
ELKS GOLF COURSE	188106		10.00
EMPIRICAL RESOLUTION INC	188106		400.00
FIDUCIARY ACCOUNT	188148		3,284.60
FOLLETT SOFTWARE, LLC	188149		7,288.90
FOOD SERVICE	188150		1,050.52
FORCE TRUCK PARTS	188106		975.00

GRAINGER, INC	188151	154.78
GRAMMARLY INC	188106	305.86
HAIRY COW	188106	447.30
HARBOR FREIGHT TOOLS	188106	408.55
HERMOSA SCHOOL	188152	35.00
HIGH POINT NETWORKS, LLC	188153	24.00
HILLYARD INC	188154	922.12
HOBBY LOBBY CREATIVE CENTER	188106	93.29
HOLIDAY INN EXPRESS	188155	649.00
INDEED INC.	188106	103.22
IXL LEARNING	188156	817.50
KIEFFER SANITATION, INC.-AUTO PAY	345	3,221.14
LEAD/DEADWOOD SCHOOL DISTRICT	188158	50.00
LITTLE CAESAR'S PIZZA	188106	212.06
LYNN'S DAKOTAMART	188106	65.06
Maramag, Fern	188162	292.00
MARSH & MCLENNAN AGENCY LLC	188163	1,880.00
MCDONALDS	188106	128.64
MG OIL COMPANY, INC.	188164	13,310.27
MIDCONTINENT COMMUNICATIONS- AUTO PAY	346	1,556.65
MIDWEST BUS PARTS, INC.	188165	395.70
MOSTLY CHOCOLATES	188106	357.00
MRG HAUFF	188106	475.08
MY PARKING SIGN	188106	127.80
NAFIS	188106	1,545.00
NEARPOD INC.	188106	159.00
O'REILLY AUTO PARTS BOX ELDER	188167	340.81
OFFICE DEPOT	188106	33.42
OLIVE GARDEN	188106	294.66
ORKIN	188168	525.00
PANERA BREAD - CREDIT CARD	188106	80.40
PIZZA HUT- BOX ELDER	188106	812.69
PLANK ROAD PUBLISHING	188169	122.15
POPP BINDING AND LAMINATING, INC	188170	1,420.00
PROPHET CORPORATION DBA GOPHER, THE	188171	738.47

QDOBA	188106	895.64
QUADIENT LEASING USA, INC	188172	2,500.00
QUIZIZZ DBA WAYGROUND	188106	216.00
RAPID CITY CENTRAL	188173	200.00
RED RIVER PRESS INC	188176	500.00
REGION VII PRINCIPALS	188177	150.00
RIVERSIDE TECHNOLOGIES INC	188178	63.00
ROYAL FLUSH PORTABLES, LLC	188179	1,195.00
RUNNINGS SUPPLY INC.	188106	24.41
SAM'S CLUB	188106	1,297.10
SCHOLASTIC NEWS	188180	69.19
SMORE	188106	179.00
TEK4UFAST	188106	377.69
TEMPERATURE TECHNOLOGY INC	188184	1,744.90
THRIFTBOOKS	188106	239.45
TRANSFR INC	188185	5,600.00
TYLER TECHNOLOGIES	188186	2,789.17
UNITED AIR LINES	188106	737.59
UNITY SCHOOL BUS PARTS, INC.	188187	1,052.70
UNIVERSITY OF SIOUX FALLS	188106	350.00
US BANK	188106	301.96
VEX ROBOTICS INC	188188	1,920.25
VICTOR TECHNOLOGY - SEAT SACK	188106	463.68
WAL-MART STORES INC	188106	525.61
WESTERN DAKOTA TECHNICAL INST.	188189	5,248.00
GENERAL FUND		253,524.13
ATAGO U.S.A., INC.	188106	645.37
BENDPAK	188126	2,075.00
EASTWOOD	188106	5,020.00
KLJ ENGINEERING LLC	188157	7,250.00
MY PARKING SIGN	188106	(101.03)
REBEL ATHLETIC	188175	3,330.73
WESTERN STATES FIRE PROTECTION COMPANY	188190	10,817.00
CAPITAL OUTLAY		29,037.07
CHILDREN'S CARE HOSPITAL & SCHOOL	188133	5,767.00
CREATIVELY FOCUSED LLC	188138	9,625.00

DOUGLAS PETTY CASH	188146	68.00
EVERYWAY	188147	190.99
LESSONPIX INC	188159	192.00
LYNN'S DAKOTAMART	188160	31.25
MACKIE, BRENDA	188161	902.72
MIDWEST SPECIAL INSTRUMENTS	188166	660.00
RATWIK, ROSZAK & MALONEY, P.A	188174	883.50
SD DEPARTMENT OF HUMAN SERVICES	188181	13,290.53
SDASP	188182	570.00
SHERATON HOTEL AND CONVENTION CENTER	188106	328.72
SHINING PATHWAY ABA, LLS	188183	49,427.30
TEACHERS SYNERGY, LLC	188106	15.88
UNITED AIR LINES	188106	44.24
WHY TRY	188191	599.00
SPECIAL ED		82,596.13
CASH - PUPIL PERSONNEL	188131	61.79
OUTDOR RECREATION	188106	281.00
GRANTS		342.79
DOMINOS PIZZA- BOX ELDER	188106	85.65
EAFB EXCHANGE	188106	696.08
FORZA NET WORLD SPORTS	188106	129.63
KING SCHOOLS	188106	396.00
SAM'S CLUB	188106	3,787.33
STARBUCKS - BOX ELDER	188106	100.00
WAL-MART STORES INC	188106	167.97
STUDENT ACTIVITY		5,362.66
		370,862.78
CASH-WA DISTRIBUTING COMPANY, INC.	13192	5,020.66
COCA-COLA BOTTLING CO HIGH COUNTRY	13193	498.00
DOMINOS PIZZA- BOX ELDER	13194	577.50
EQUIPMENT SERVICE PROFESSIONALS	13195	444.98
GENERAL FUND	13196	54,237.33
LEE, YEONHEE	13197	70.40
PAN-O-GOLD BAKING COMPANY, INC.	13198	1,906.56
PRAIRIE FARMS	13199	6,759.80
PROGUARD SERVICE & SOLUTIONS	13200	130.00

REINHART FOOD SERVICE LLC	13201	8,608.00
SERVALL TOWEL & LINEN SUPPLY, INC.	13202	174.50
SYSCO MONTANA	13203	2,798.42
FOOD SERVICE		81,226.15
Grand Total:		452,088.93

DOUGLAS SCHOOL DISTRICT				
PERSONNEL ACTION	09/28/2026			
Employee Leave of Absence Requests				
Name	Building	Position	Effective Date	
BOE See Attached				
Certified AOS Payments				
Kimberly Kearns	\$300.00			
Kaitlin Heier	\$1,500.00			
Summer Hager	\$100.00			
Susan Dewey	\$300.00			
Classified Service Factor Bonus				
Name	Position/Years	Amount	Dates of Service	
Corina Carlson	Data Base Analyst / 5 yrs	\$375.84	9/9/2021 - 9/9/2026	
Sara Brown	Instructional Aide / 20 yrs	\$1,489.19	9/11/2006 - 9/11/2026	
Barbara Frerichs	LRA / 40 yrs	\$2,408.82	10/1/1986 - 10/1/2026	
Certified Retirements				
Name	Position	Location	Effective Date	
Amy Erlandson	Social Studies Teacher	HS	05/27/2027	
Certified Resignations/Terminations				
Name	Position	Location	Effective Date	
Kathy O'Connor	Special Ed Teacher	HS	09/14/2026	Assess Liquidated Damages
Janee Leigh	8th ELA Teacher	MS	05/27/2027	
Classified Retirements				
Name	Position	Location	Effective Date	
Teresa Keyser	Instructional Aide	VES	05/27/2027	
Classified Resignations/Terminations				
Name	Position	Location	Effective Date	
Lori Bierle	Instructional Aide	FC	10/02/2026	
Keisha Wilson	Bus Aide	Transportation	10/16/2026	
Janee Leigh	News Paper Head Coach	MS	05/27/2027	
Classified Voluntary Transfer Request/ Assignments				
Name	From Bldg / Position / Hrs / Wage	To Bldg / Position / Hrs / Wage	Effective Date	
Tim Ulrich	VES / Night Custodian / 8 hrs / \$23.50	VES / Day Custodian / 8 hrs / \$23.50	9/8/2026	
Kim White	FC / LRA / 4 hrs / \$19.00	VES / Night Custodian / 8 hrs / \$19.75	9/8/2026	
Theresa Ames	Trans / Bus Aide / 4 hrs / \$18.25	Trans / Bus Aide / 8 hrs / \$18.25	9/14/2026	
Liz McDole	CO / Registrar / 8 hrs / \$20.50	CO / Curriculum Admin. Asst. / 8 hrs / \$22.00	9/30/2026	
Certified Staff Hiring				
Name	Location / Position	Wage	Effective Date	
Ada Frandsen	FC / 3rd Grade Teacher	\$53,659.04	09/22/2026	
Marnie Wright	BC / 3rd Grade Teacher	\$54,000.00	08/10/2026	

Classified Staff Hiring					
	Name	Location / Position	Wage	Effective Date	
	Mark Miller	Maintenance/Building and Grounds	\$22.25	10/052026	
	Jennifer Fuhs	FC / Instructional Aide	\$17.50	09/28/2026	
	Brianna Winters	VES / LRA	\$16.00	09/21/2026	
	Richard Smallwood	Trans / Bus Driver	\$23.00	09/23/2026	
	Arlin Ketelsen	Trans / Bus Aide	\$16.00	09/28/2026	
**	Andrea Agosto	CO / Registrar	\$17.50	09/302026	
Temporary Hires					
	Name	Position	Salary	Effective Date	
	Joelle Neutzling	Activity Worker	\$15.00	TBD	
	Rebekah Varilek	6th Intramural Co-Coach	\$1,242.00	2026-2027	
**	Personnel Action additions and updates made after initial publication and before scheduled school board				

DOUGLAS SCHOOL DISTRICT**PERSONNEL ACTION** 10/13/2026**Employee Leave of Absence Requests**

Name	Building	Position	Effective Date
BOE See Attached			

Certified Retirements

Name	Position	Location	Effective Date
Angela Stanford	7th ELA Teacher	MS	05/27/2027
Cherrie Martenson	Science Teacher	HS	05/27/2027

Certified Resignations/Terminations

Name	Position	Location	Effective Date
Kirsten Burriss	PreK Teacher	BC	05/27/2027

Classified Retirements

Name	Position	Location	Effective Date
Laurie Prprich	Admin. Asst 1	VES	05/27/2027

Classified Resignations/Terminations

Name	Position	Location	Effective Date
Richard Smallwood	Bus Driver	Transportation	10/07/2026

Classified Staff Hiring

Name	Location / Position	Wage	Effective Date
Tara Sirles	Trans / Bus Aide	\$16.00	10/05/2026
Leonardo Montero	CO / Financial Operations & Compliance Coordinator	\$53,220.34 (prorated)	10/26/2026

Temporary Hires

Name	Position	Salary	Effective Date
Rachel Quimby	6th Girls BB Co-Coach	\$1,449.00	2026-2027
Aaron Kowaleski	7th Girls BB Head Coach	\$4,032.00	2026-2027

Substitute Hires

Name	Substitute Teacher	Substitute Classified	Effective Date
Sophia Ackerson	Substitute Teacher	Per Substitute Pay Rate	09/14/2026
Anna Barnhart	Substitute Teacher	Per Substitute Pay Rate	09/23/2026
Cassandra Foxx	Substitute Teacher	Per Substitute Pay Rate	8/25/2026
Aidan Gorman	Substitute Teacher	Per Substitute Pay Rate	9/10/2026
Olivia Harris	Substitute Teacher	Per Substitute Pay Rate	8/24/2026
Christine Jones	Substitute Teacher	Per Substitute Pay Rate	9/25/2026
Robin Mueller	Substitute Teacher	Per Substitute Pay Rate	10/1/2026
Timothy Sedig	Substitute Teacher	Per Substitute Pay Rate	9/21/2026
Ashley Skala	Substitute Teacher	Per Substitute Pay Rate	9/22/2026
Paige Strobbe	Substitute Teacher	Per Substitute Pay Rate	10/6/2026

** 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>
3 FEATHERS LLC	188196		440.00
A & B WELDING SUPPLY COMPANY INC.	188197		228.95
ACTION MECHANICAL INC	188198		3,099.20
ADOBE SYSTEMS INC	188196		254.75
AMAZON CAPITAL SERVICES	188199		13,438.01
AUGUSTANA UNIVERSITY	188196		456.75
BEST BET LAWN CARE	188201		720.98
BHSSC	188202		2,000.00
BHSU MUSIC DEPT	188203		160.00
BLACK HILLS CHEMICAL CO	188204		979.80
BLACK HILLS CONFERENCE	188205		750.00
BLICK ART MATERIALS	188208		60.95
BOX ELDER HARDWARE	188209		579.75
BZT WRAPS	188210		5,145.57
CAREERSAFE	188211		8,750.00
CARNEGIE LEARNING	188212		120.00
CENTURYLINK	188214		523.65
CITY OF BOX ELDER	348		11,654.50
CRESCENT ELECTRIC	188217		106.28
CUMMINS INC	188196		1,680.00
DAKOTA BUS SERVICE, INC.	188218		3,997.50
DIVISION OF CRIMINAL INVESTIGATION	188196		950.00
DK HARDWARE	188196		240.59
DOUGLAS PETTY CASH	188220		102.00
DRAMATISTS PLAY SERVICE INC	188221		40.00
EQUIPMENT SERVICE PROFESSIONALS	188223		485.72
FIDUCIARY ACCOUNT	188224		6,064.70
HAIRY COW	188196		62.72
HEARTLAND, NIKE	188196		381.85
HILLYARD INC	188227		113.26
HYATT REGENCY	188196		4,278.60
INDEED INC.	188196		104.74
INNOVATIVE OFFICE SOLUTIONS	188228		618.48
JOHNSTONE SUPPLY	188229		8,825.16
JW PEPPER & SONS, INC.	188230		59.99

KIEFFER SANITATION	188231	420.77
LAKEVIEW GOLF COURSE	188196	15.45
MEADOWBROOK GOLF COURSE	188196	46.00
MENARDS	188235	686.46
MONTANA DAKOTA UTILITIES COMPANY, INC.	349	1,167.78
MONUMENT HEALTH RAPID CITY HOSPITAL, INC	188236	9,418.00
NATIONAL ASSOCIATION FOR MUSIC EDUCATION	188196	127.00
NOVUS GLASS REPAIR & REPLACEMENT	188239	140.00
OLSON'S PEST TECHNICIANS	188240	325.00
PRESSURE SERVICES INC	188242	468.03
QUIZZ DBA WAYGROUND	188196	0.00
RAPID CITY REGIONAL AIRPORT	188196	84.00
REDBIRD FLIGHT SIMULATIONS, INC	188245	92.88
RIVERSIDE TECHNOLOGIES INC	188247	11,009.78
RUNNINGS SUPPLY INC.	188196	(24.41)
S & S ELECTRICAL SUPPLY	188196	31.34
SAM'S CLUB	188196	125.92
SANFORD HEALTH OCCMED	188248	327.00
SCHOLASTIC NEWS	188249	1,912.02
SCHOOL LIFE	188196	46.30
SIGNS ON THE CHEAP	188196	436.87
SOUTH DAKOTA ONE CALL	188250	67.20
SOUTHERN HILLS GOLF COURSE	188196	24.00
SQUARESIGNS	188196	638.22
STORMWIND, LLC	188251	4,140.00
SUPPLYHOUSE.COM	188196	127.92
TARGET BANK	188196	40.00
TECHNICAL HOT & COLD PARTS	188196	203.86
TEMPERATURE TECHNOLOGY INC	188253	4,605.18
TERRYBERRY	188254	5,143.81
TULEGATAN 11	188196	132.00
TYLER TECHNOLOGIES	188255	820.00
UNITED AIR LINES	188196	743.28
US BANK	188196	294.46
VANWAY TROPHY & AWARD, INC.	188257	14.25

VERIZON WIRELESS	188258	372.14
VOYAGER FLEET SYSTEMS, INC.	188259	278.44
WAL-MART STORES INC	188196	155.07
WEBSTAIRANT STORE	188196	242.07
WEST PLAINS ENGINEERING	188260	900.00
WEST RIVER ELECTRIC-AUTOPAY	350	1,702.72
WOOD STOCK SUPPLY, INC.	188261	2,076.63
GENERAL FUND		127,051.89
BLACK HILLS ROOFING, INC.	188207	67,308.30
CENTURY BUSINESS	188213	11,670.03
CO-OP ARCHITECTURE	188215	7,750.00
FRANCE, JESSIE	188225	23.99
MRG HAUFF	188237	22,134.89
PEREZ, KARISSA	188241	30.00
PROGUARD SERVICE & SOLUTIONS	188244	325.00
SWIFTEC INC	188252	5,583.55
CAPITAL OUTLAY		114,825.76
AMAZON CAPITAL SERVICES	188199	2,417.96
AMERICINN-PIERRE	188200	242.00
BLACK HILLS GREATER RAPID CITY AREA	188206	170.00
COUNCIL OF ADMINISTRATORS OF SPECIAL	188216	3,200.00
DOUGLAS PETTY CASH	188220	1,060.00
ENOME INC	188222	2,023.00
LET'S GO LEARN	188232	10,625.00
LRP CONFERENCES	188233	590.00
LYNN'S DAKOTAMART	188234	63.73
NCS PEARSON, INC.	188238	246.45
PRO-ED, INC.	188243	184.80
RIVERSIDE INSIGHTS	188246	430.34
SAM'S CLUB	188196	167.58
SOUTH DAKOTA COUNCIL OF ADMINISTRATORS	188196	300.00
ULTIMATE SLP - LEARNIX, LLC	188256	559.68
WAL-MART STORES INC	188196	113.26
ZONES OF REGULATION, INC, THE	188262	1,008.00
SPECIAL ED		23,401.80
CO-OP ARCHITECTURE	188215	7,000.00

DAKOTA TESTING & ENGINEERING, LLC	188219	4,730.00
HEAVY CONSTRUCTORS, INC	188226	809,101.76
CAPITAL PROJECTS FUND		820,831.76
WEBSTAIRANT STORE	188196	275.49
FOOD SERVICE		275.49
AMAZON CAPITAL SERVICES	188199	490.16
AMERICAN AIRLINES	188196	1,442.88
DHARMA TRADING CO	188196	429.87
MG OIL COMPANY, INC.	188196	870.00
ORIENTAL TRADING COMPANY INC	188196	455.57
OUTDOR RECREATION	188196	(42.00)
SAM'S CLUB	188196	73.35
UBER	188196	690.60
GRANTS		4,410.43
		1,090,797.13
AMAZON CAPITAL SERVICES	13205	1,415.08
CASH-WA DISTRIBUTING COMPANY, INC.	13206	5,111.77
CHILD AND ADULT NUTRITION SERVICES	13207	3,714.54
COCA-COLA BOTTLING CO HIGH COUNTRY	13208	389.00
DOMINOS PIZZA- BOX ELDER	13209	743.75
MITCHELL, TERRY	13210	92.70
PAN-O-GOLD BAKING COMPANY, INC.	13211	1,528.10
PRAIRIE FARMS	13212	7,689.63
REINHART FOOD SERVICE LLC	13213	20,513.33
SERVALL TOWEL & LINEN SUPPLY, INC.	13214	179.39
SYSCO MONTANA	13215	2,943.43
FOOD SERVICE		44,320.72
Grand Total:		1,135,117.85

PAYROLL EXPENDITURES

SEPT 4 2026

SEPT 21 2026

TOTALS

\$1,322,031.22

\$1,364,612.68

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

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

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

A. GENERAL PRINCIPLES

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

SECTION	J	TITLE	STUDENTS	FILE	JECB
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Emergency Clause: ~~1) students who are children of active duty military personnel; and 2) students of Douglas School District employees.~~ Applications under this Emergency Clause will be considered by the Board at the next regularly scheduled Board Meeting after application is made.

3. To facilitate administrative processing and ensure students are eligible to begin attendance on the first day of the school year, the District will give priority review to Open Enrollment Applications received prior to the first regularly scheduled Board of Education meeting in August.
4. Once enrolled in the Douglas School District, the enrollment will continue unless a bona fide change of residence occurs or a subsequent transfer application is received successfully.
5. The Douglas School District will accept credits granted for any course completed in another accredited district. The Douglas School District may award a diploma to a non-resident only if the student satisfactorily meets the Douglas School District's graduation requirements.
6. Transportation of non-resident students to school is the responsibility of the applicant.

B. SPECIAL EDUCATION STUDENTS

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

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

C. CRITERIA FOR MAKING TRANSFER DETERMINATIONS

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The criteria will be available to any individual so requesting. Discrimination based upon race, gender, religious affiliation, or disability is prohibited. The board will consider as factors upon review following application whether the child's parent or guardian is an active military person whose duty station is in the District, whether the child's parent or guardian is an employee of the District, distance from school facilities, timeliness of open enrollment applications and other related factors. If the applicant is a sibling of a student accepted into and currently enrolled in the District pursuant to law, that student's application shall take priority over all other applications the District has received. All applications will be evaluated individually based on established capacity and program criteria. ~~All members of the same family residing in the same household will be treated the same unless special education services are required~~ (refer to page 2, B1).

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

K-8 Class Size Standards

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

9-12 Class Size Standards

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

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

D. MISCELLANEOUS PROVISIONS

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

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

E. ENROLLMENT FOR CHILDREN OF DISTRICT EMPLOYEES

1. As a benefit of employment, children of individuals currently employed by the Douglas School District are eligible for enrollment in the District regardless of their resident district status. This professional benefit is available only to staff members during their period of active employment with the District.
2. If a parent or guardian is no longer employed by the Douglas School District, the student's eligibility for enrollment under this specific employment benefit ends. To ensure educational continuity and minimize disruption, any student enrolled under this provision at the time employment concludes will be permitted to remain a student in the District until the conclusion of the current school year.
3. If the former employee resides outside the District boundaries and desires the student to remain enrolled for the subsequent school year, they must submit a formal Open Enrollment Application according to the deadlines outlined in this policy. Continued enrollment beyond the current school year is not guaranteed and is subject to standard review, including capacity limitations and School Board approval

REFERENCES

State Reference:

[SDCL 13-13-10.1](#) - Education Funding

[SDCL 13-15](#) - Intergovernmental Cooperation In Education

[SDCL 13-28](#) - School Attendance

State Reference (continued):

[SDCL 13-32-4.3](#) -

[SDCL 13-37-35.1](#) - Definitions

[SDCL 13-46](#) - Appeals

Adoption History

First Reading	02/23/1993	Approved	03/09/1993
Approved - Revision	03/28/1994		
First Reading-Revision	09/25/1995	Approved-Revision	10/09/1995
First Reading-Revision	11/13/1995	Approved- Revisions	11/27/1995
First Reading-Revision	04/14/1997	Approved- Revisions	4/28/1997

DOUGLAS SCHOOL DISTRICT
Board Policy

SECTION	J	TITLE	STUDENTS	FILE	JECB
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First Reading-Revision	10/13/1997	Approved - Revisions	10/27/1997
First Reading-Revision	06/28/1999	Approved - Revisions	7/12/1999
First Reading-Revision	01/22/2001	Approved-Revision	02/12/2001
First Reading-Revision	10/10/2006	Approved-Revision	10/23/2006
First Reading-Revision	03/12/2007	Approved - Revision	03/26/2007
First Reading-Revision	05/14/2007	Approved-Revision	05/29/2007
First Reading-Revision	10/09/2007	Second Reading - Revision	10/23/2007
Approved-Revision	11/13/2007		
First Reading-Revision	04/08/2024	Approved - Revision	04/22/2024
First Reading-Revision	05/12/2025	Approved - Revision	05/27/2025

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	Teams will review multiple data sources to identify current outcomes, trends, strengths, and areas of need. The next step is to engage in the needs assessment process to identify the root causes. The purpose of the needs assessment is to ensure teams do not begin planning or implementing strategies before the root cause of a problem is understood. Step 1: Gather and review relevant data sources and data analysis findings Step 2: Conduct a root cause analysis Step 3: Identify strategies that directly address the root cause Step 4: Set a measurable goal the strategy is intended to accomplish Step 5: Break the annual goal into quarterly benchmarks or accomplishments Step 6: Identify the action steps necessary to achieve each quarterly goal						
Reviewed Data / Key Finding	Parent Survey: Spring 2025 3.64 score on parent survey questions "I receive positive..." to a 4.0 in Spring of 2026	Root Cause:	Families felt as if they were not receiving enough positive feedback from the school.	Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least two positive notes, phone calls, or letters home from school staff to strengthen family engagement and student encouragement.
Reviewed Data / Key Finding	Staff Survey: 3.78 score on staff survey for #4. "I receive appropriate recognition when I do good work."	Root Cause:	We didn't know people didn't feel like they were not recognized. We don't know the type of recognition they want or by whom.	Strategy:	All staff will complete a recognition survey in the same room at the same time to gather data on the type of recognition staff would like to receive.	EOY Outcome Goal:	We would like to increase our Employee Staff Experience Survey to a 3.83.
Reviewed Data / Key Finding	Academics 50% on South Dakota ELA Assessments (42%-4th, 54%-5th). 42% on 4th grade South Dakota Math Assessments 41% on 5th grade South Dakota Math Assessments 39% on South Dakota Science Assessments	Root Cause:	Behavior data was high in 4th grade and we also saw a decline in overall 4th grade test scores. We saw and increases in 5th grade data in ELA and Math. Was this shift due to both our strategic work with the curriculum and the science of reading knowledge?	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Reviewed Data / Key Finding	Behavior 198 Major Behavior Referrals 624 Minor Behavior Referrals	Root Cause:	Approximately 75% of our behavior referrals came from 4th graders. We also knew that many of those repeated referrals came students identified with behavioral disabilities. We know there is a need for consistency when to report and categorizing incidents.	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.

Reviewed Data / Key Finding	Parent Survey: Spring 2025 3.64 score on parent survey questions "I receive positive..." to a 4.0 in Spring of 2026	Root Cause:	Families felt as if they were not receiving enough positive feedback from the school.	Strategy:	Utilize Positive Notes Home, aligned to Stude's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least two positive notes, phone calls, or letters home from school staff to strengthen family engagement and student encouragement.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	50% of students will receive at least one positive note home by October 16th.	Q2 Goal:	100% of students will receive at least one positive note home by December 18th.	Q3 Goal:	50% of students will receive at least one positive note home by March 12th.	Q4 Goal:	100% of students will receive at least one positive note home by May 26th.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	Expectations will be given to staff in August PD.	1)	Cards, envelopes and time will be given to staff during PLCs. Address labels will be provided to classroom teachers to place on the envelope going home. Data will be documented in eduCLIMBER under Positive Incidents-Positive.	1)	Expectations will be reviewed with staff in Jan. PD.	1)	Cards, envelopes and time will be given to staff during PLCs. Address labels will be provided to classroom teachers to place on the envelope going home. Data will be documented in eduCLIMBER under Positive Incidents-Positive.
2)	All support staff will write 1 positive post card to one 4th grade and one 5th grade student by the end of the first quarter (Oct. 16th).	2)	All support staff will write 1 positive post card to one 4th grade and one 5th grade student by the end of the second quarter (Dec. 18th).	2)	All support staff will write 1 positive post card to one 4th grade and one 5th grade student by the end of the third quarter (March 12th).	2)	All support staff will write 1 positive post card to one 4th grade and one 5th grade student by the end of the fourth quarter (May 26th).
3)	CHECK POINT: During the week of Oct. 16 at a PLC meeting, teacher will gather their eduCLIMBER data to ensure they have both written and logged 50% of positive notes.	3)	CHECK POINT: During the week of Dec. 11th at a PLC meeting, teacher will gather their eduCLIMBER data to ensure they have both written and logged 100% of positive notes.	3)	CHECK POINT: During the week of March 12th at a PLC meeting, teacher will gather their eduCLIMBER data to ensure they have both written and logged 50% of positive notes.	3)	CHECK POINT: During the week of May 20th at a PLC meeting, teacher will gather their eduCLIMBER data to ensure they have both written and logged 100% of positive notes.
4)		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	Share the whole building data for percentages on this date.	1)	Share the whole building data for percentages on this date.	1)	Share the whole building data for percentages on this date.	1)	Share the whole building data for percentages on this date.
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	Staff Survey: 3.78 score on staff survey for #4. " I receive appropriate recognition when I do good work."	Root Cause:	We didn't know people didn't feel like they were not recognized. We don't know the type of recognition they want or by whom.	Strategy:	All staff will complete a recognition survey in the same room at the same time to gather data on the type of recognition staff would like to receive.	EOY Outcome Goal:	We would like to increase our Employee Staff Experience Survey to a 3.83.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	For everyone to feel recognized when they do good work.	Q2 Goal:	For everyone to feel recognized when they do good work.	Q3 Goal:	For everyone to feel recognized when they do good work.	Q4 Goal:	For everyone to feel recognized when they do good work.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	Recognition Survey: The Leadership Team Creates a Staff Recognition Survey that will be taken by all staff, in the same room, during the back-to-school PD days.	1)	New action step TBD based on the Q1 survey.	1)		1)	
2)	Utilize Survey Data: Leadership Team will meet after the survey (during the September meeting) to discuss the data and create categories of recognition based on the data.	2)		2)		2)	
3)	Yellow: We will continue publishing the Vandenberg Connection monthly and also recognize designated groups of staff monthly within the Vandenberg Connection information sharing. September: Office, October: Custodians We will create a Canva Staff Recognition Page that will be sent to each recognized staff member to fill out and submit back to the Leadership Team.	3)	Recognize staff monthly in the Vandenberg Connection. November: 4th Grade December: Specials.	3)	Recognize staff monthly in Vandenberg Connection. January: Special Education February: 5th Grade March: Lunchroom Staff.	3)	Recognize staff monthly in Vandenberg Connection. April: Paraprofessionals (SpEd and Title), May: Nurse/Instructional Leaders.
4)	Create a staff recognition bulletin board in the staff hallway to display all the staff recognized each month.	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	We will create and keep an excel sheet to track who has been recognized by group.	1)	We will create and keep an excel sheet to track who has been recognized by group.	1)	We will create and keep an excel sheet to track who has been recognized by group.	1)	We will create and keep an excel sheet to track who has been recognized by group.
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	Academics 50% on South Dakota ELA Assessments (42%-4th, 54%-5th). 42% on 4th grade South Dakota Math Assessments 41% on 5th grade South Dakota Math Assessments 39% on South Dakota Science Assessments	Root Cause:	Behavior data was high in 4th grade and we also saw a decline in overall 4th grade test scores. We saw and increases in 5th grade data in ELA and Math. Was this shift due to both our strategic work with the curriculum and the science of reading knowledge?	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	Train staff on Compass and Number Corner Implementation. Share our Academic School Improvement Goals.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	COMPASS: Compass Team will train staff on Compass updates before school starts and continue working alongside the grade level teams in PLCs across the year to support full implementation of the new work.	1)		1)		1)	
2)	Aug. 13th PD Overview or Number Corner and Plan for classroom setup and first two weeks. All classrooms will have a number corner board for implementation across the school year. Weekly PLCs have a built in time for planning and reflecting on Number Corner.	2)		2)		2)	
3)	Continue to review fall acadience data and identify target students and strategies for instruction	3)		3)	Continue to review winter acadience data and identify target students and what we are going to do with them	3)	
4)	Review ELA assessment in PLCs and look at alignment with the state interim assessments and standards and collaborating on planning for instruction that meets the needs of all levels of learners. Begin bringing end of unit writing samples to analyze as a group.	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	Review Data - Can be by unit or what we've learned	1)		1)		1)	
2)	PLC check-ins weekly	2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	Behavior 198 Major Behavior Referrals 624 Minor Behavior Referrals	Root Cause:	Approximately 75% of our behavior referrals came from 4th graders. We also knew that many of those repeated referrals came students identified with behavioral disabilities. We know there is a need for consistency when to report and categorizing incidents.	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	Create alignment of when to refer and under which category.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	Train on the new Behavior Matrix and defined minors vs. majors. This is called the "Behavior Learning Types" document to support consistency in categorizing. Monthly Behavior PLC's (EduClimber data, Focus areas/students)	1)	Leadership team will determine next steps after the first quarter.	1)	Revisit the building Behavior Matrix and defined minors vs. majors.	1)	
2)	Implement building wide Strategic School Transformation Coaching 4 Classroom Teachers will individual Strategic School Transformation Coaching and their learning will be shared with staff.	2)	Implement building wide Strategic School Transformation Coaching 4 Classroom Teachers will individual Strategic School Transformation Coaching and their learning will be shared with staff. -Implement the strategies suggested by Jedd based on our scorecard. - Implement all the new strategies that Jedd suggests Oct. 16th PD.	2)		2)	
3)	Implement CHAMPS and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive environments for all students. STOIC and CHAMPS reviewed and CHAMPS boards used in each classroom. This is critical for 5th grade due to past behaviors. STOIC expectations and CHAMPS expectations will be evident in walk throughs	3)	Implement CHAMPS and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive environments for all students. STOIC and CHAMPS reviewed and CHAMPS boards used in each classroom. This is critical for 5th grade due to past behaviors. STOIC expectations and CHAMPS expectations will be evident in walk throughs	3)		3)	
4)	Acadience Sweep team initiated this year allowing for quicker data and time for classroom coaching of new teachers will begin starting the first day of school.	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) EduClimber Behavior Data		1)		1)		1)	
2) Kid Whisperer Data		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	Teams will review multiple data sources to identify current outcomes, trends, strengths, and areas of need. The next step is to engage in the needs assessment process to identify the root causes. The purpose of the needs assessment is to ensure teams do not begin planning or implementing strategies before the root cause of a problem is understood. Step 1: Gather and review relevant data sources and data analysis findings Step 2: Conduct a root cause analysis Step 3: Identify strategies that directly address the root cause Step 4: Set a measurable goal the strategy is intended to accomplish Step 5: Break the annual goal into quarterly benchmarks or accomplishments Step 6: Identify the action steps necessary to achieve each quarterly goal						
Reviewed Data / Key Finding	3.3 score on parent survey questions "I receive positive..."	Root Cause:	Parent focus on negative communication, lack of communication home	Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	3.5 score on parent survey questions "I receive positive..."
Reviewed Data / Key Finding	_3.42_ score on staff survey "I receive appropriate recognition when I do good work."	Root Cause:	Lack of process (focus on students), assumptions (administration is acknowledging), time, equity (all recognized/be specific)	Strategy:	Staff Survey, k12 Rounding, Staff Meeting/PLC Recognition, Cards	EOY Outcome Goal:	_3.75_ score on staff survey "I receive appropriate recognition when I do good work."
Reviewed Data / Key Finding	49% on South Dakota ELA Assessments 57% on South Dakota Math Assessments	Root Cause:	Core instruction has not consistently met the needs of all learners, resulting in a higher number of students requiring intervention and lower proficiency rates on state assessments.	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Reviewed Data / Key Finding	_171_ Major Behavior Referrals 98.64% of students had 0-4 Majors _290_ Minor Behavior Referrals 96.9% of students had 0-4 Minors	Root Cause:	Expectations are consistent across building, consistent process for data entry, clarity in language between majors/minors, positive contacts	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.

Reviewed Data / Key Finding	3.3 score on parent survey questions "I receive positive..."	Root Cause:	Parent focus on negative communication, lack of communication home	Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	3.5 score on parent survey questions "I receive positive..."
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	50% of students will receive at least one positive note home.	Q2 Goal:	100% of students will receive at least one positive note home.	Q3 Goal:	50% of students will receive at least two positive notes home.	Q4 Goal:	100% of students will receive at least two positive notes home.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1) Expectations will be given to staff in August PD.		1)		1)		1)	
2) Cards, envelopes and time will be given to staff 1 time per month during PLCs.		2)		2)		2)	
3) Specials Teachers/SPED will write to 3/month.		3)		3)		3)	
4) Building principal will make a minimum of 5 Positive Contacts home per month. Get names from 1 students from each grade level PLC. Principal to make contacts each month.		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) Tracking documents will be provided by the building leadership team and given to instructional staff. Use roster and enter positives into eduCLIMBER.		1)		1)		1)	
2) Data from educlimber will be shared at pd day		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	_3.42_ score on staff survey "I receive appropriate recognition when I do good work."	Root Cause:	Lack of process (focus on students), assumptions (administration is acknowledging), time, equity (all recognized/be specific)	Strategy:	Staff Survey, k12 Rounding, Staff Meeting/PLC Recognition, Cards	EOY Outcome Goal:	_3.75_ score on staff survey "I receive appropriate recognition when I do good work."
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of staff will be trained in current process/methods and partake in a survey for preferred recognition method.	Q2 Goal:	Establish/expand a process for staff recognition.	Q3 Goal:	Pulse Check?	Q4 Goal:	100% of staff will receive recognition for good work through k12 Rounding, card, and/or Staff Meeting/PLC Recognition.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1) Share staff survey results in Aug. PD and the WHY behind making actionable steps.		1)		1)		1)	
2) Administer google Form/QR code- Method of recognition Survey during Aug PD.		2)		2)		2)	
3) Administrator will begin rounding with 25% of staff.		3)		3)		3)	
4)		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) k12 Rounding Recognitions		1)		1)		1)	
2) Provide survey results about styles of recognition		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	49% on South Dakota ELA Assessments 57% on South Dakota Math Assessments	Root Cause:	Core instruction has not consistently met the needs of all learners, resulting in a higher number of students requiring intervention and lower proficiency rates on state assessments.		Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.		EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.	
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)			Quarter 3 (Jan - Mar PD Day)			Quarter 4 (Mar - May PD Day)		
Q1 Goal: 100% of staff will be trained on instructional practices.		Q2 Goal:			Q3 Goal:			Q4 Goal:		
Q1 Action Steps		Q2 Action Steps			Q3 Action Steps			Q4 Action Steps		
1)	All math instructors will be trained on Essential Learning Standards during August PD. (Compass Work)	1)		1)		1)		1)		
2)	Reviewing common ELA and Math procedures in PLC.	2)		2)		2)		2)		
3)	Teachers will utilize components of Fundamental 5 in instruction.	3)		3)		3)		3)		
4)	Plan for Number Corner Implementation in PLCs.- Watch sample video at PLC, follow pacing, implement daily as written in the schedule	4)		4)		4)		4)		
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?			What data will you monitor and share on Mar 13 PD Day?			What data will you monitor and share on May PD Day?		
1)	CFA, summative, diagnostic, benchmark, progress monitoring data reviewed in PLC.	1)		1)		1)		1)		
2)	All staff will have a walkthrough before end of the quarter.	2)		2)		2)		2)		
3)		3)		3)		3)		3)		
4)		4)		4)		4)		4)		
End of Quarter Reporting										
Q1 Report		Q2 Report			Q3 Report			Q4 Report		
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	

Reviewed Data / Key Finding	_171_ Major Behavior Referrals 98.64% of students had 0-4 Majors _290_ Minor Behavior Referrals 96.9% of students had 0-4 Minors	Root Cause:	Expectations are consistent across building,consistent process for data entry, clarity in language between majors/minors, positive contacts	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of staff trained on expectations, processes, new matrix and participate in a behavior PLC.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	100% of teachers will utilize the building created slides to teach the common expectations that have been developed.	1)		1)		1)	
2)	During the beginning of the year training, staff will review STOIC and CHAMPS for common areas in the building with students.	2)		2)		2)	
3)	Introduce behavior matrix as well as EduClimber major and minor qualifications and entry process	3)		3)		3)	
4)	Review behavior data monthly in PLC, by Grade, Major, Minor, Behavior, Student.	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	EduClimber data	1)		1)		1)	
2)	Back to School PD Presentations	2)		2)		2)	
3)	Schedule for School Wide CHAMPS Presentations with students (Bus Demo)	3)		3)		3)	
4)	Behavior Events	4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	Teams will review multiple data sources to identify current outcomes, trends, strengths, and areas of need. The next step is to engage in the needs assessment process to identify the root causes. The purpose of the needs assessment is to ensure teams do not begin planning or implementing strategies before the root cause of a problem is understood. Step 1: Gather and review relevant data sources and data analysis findings Step 2: Conduct a root cause analysis Step 3: Identify strategies that directly address the root cause Step 4: Set a measurable goal the strategy is intended to accomplish Step 5: Break the annual goal into quarterly benchmarks or accomplishments Step 6: Identify the action steps necessary to achieve each quarterly goal						
Reviewed Data / Key Finding	3.68 score on staff survey "I receive appropriate recognition when I do good work"	Root Cause:	No identified process/lead person for staff appreciation.	Strategy:	Each weekly District & EI/Special Services meetings will start with 10 minutes of shoutouts/gratitudes to celebrate team members who helped each other solved a problem that week.	EOY Outcome Goal:	By the end of the 2026-2027 school year, all staff in Carrousel will be individually recongized by a "Staff Spotlight" Post on DSD/Carrousel FB Page at least one time throughout the year.
Reviewed Data / Key Finding	Process Improvement Goal	Root Cause:		Strategy:		EOY Outcome Goal:	

Reviewed Data / Key Finding	3.68 score on staff survey "I receive appropriate recognition when I do good work"	Root Cause:	No identified process/lead person for staff appreciation.	Strategy:	Each weekly District & EI/Special Services meetings will start with 10 minutes of shoutouts/gratitudes to celebrate team members who helped each other solved a problem that week.	EOY Outcome Goal:	By the end of the 2026-2027 school year, all staff in Carrousel will be individually recongized by a "Staff Spotlight" Post on DSD/Carrousel FB Page at least one time throughout the year.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	25% of staff in Carrousel will be individually recognized for doing good work.	Q2 Goal:	50% of staff in Carrousel will be individually recognized for doing good work.	Q3 Goal:	75% of staff in Carrousel will be individually recognized for doing good work.	Q4 Goal:	100% of staff in Carrousel will be individually recognized for doing good work.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1) Design template for tracking/monitoring recognitions		1) Monitor & continue to review for making progress toward goals.		1) Monitor & continue to review for making progress toward goals.		1) Monitor & continue to review for making progress toward goals.	
2) Design template for Spotlight Posts		2)		2)		2)	
3) Hold committee's first meeting prior to end of August.		3)		3)		3)	
4) Create Connecting to Purpose Digital Story Form		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) % of staff acknowledgements for good work		1) update % of staff acknowledgements for good work.		1) update % of staff acknowledgements for good work.		1) update % of staff acknowledgements for good work.	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	No, but Made Some Progress	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Progress Made, but Behind Schedule	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	Process Improvement Goal	Root Cause:		Strategy:		EOY Outcome Goal:	
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal? Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Select	Did you meet this quarter's goal? Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Select	Did you meet this quarter's goal? Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Select	Did you meet this quarter's goal? Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Select
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	Teams will review multiple data sources to identify current outcomes, trends, strengths, and areas of need. The next step is to engage in the needs assessment process to identify the root causes. The purpose of the needs assessment is to ensure teams do not begin planning or implementing strategies before the root cause of a problem is understood. Step 1: Gather and review relevant data sources and data analysis findings Step 2: Conduct a root cause analysis Step 3: Identify strategies that directly address the root cause Step 4: Set a measurable goal the strategy is intended to accomplish Step 5: Break the annual goal into quarterly benchmarks or accomplishments Step 6: Identify the action steps necessary to achieve each quarterly goal						
Reviewed Data / Key Finding	3.61 score on parent survey questions "I receive positive..."	Root Cause:		Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least one positive note, phone call, or letter home from school staff to strengthen family engagement and student encouragement.
Reviewed Data / Key Finding	4. I receive appropriate recognition when I do good work. DHS (3.18) DSD (3.5)	Root Cause:	We are attempting to recognize excellence without defining what it means. As a result, our recognition is vague, subjective, and inconsistent across the building.	Strategy:	We will recognize staff with specific feedback.	EOY Outcome Goal:	Increase our survey metric from 3.18 to 3.5 on question 4.
Reviewed Data / Key Finding	% of students will receive an 18 or higher on the ACT. Math 55%, Science 55%, ELA 55%.	Root Cause:		Strategy:	Teachers will participate in PD and instructional coaching to strengthen tier 1 instruction using fundamental 5, Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Reviewed Data / Key Finding	155 Major Behavior Referrals 1,487 Minor Behavior Referrals	Root Cause:	Processes and Procedures	Strategy:	Implement CHAMPS/DSC, Kid Whisperer behavior and classroom management practices with fidelity to create consistent positive and supportive learning environments for all students.	EOY Outcome Goal:	Decrease major behavior referrals by 5%.

Reviewed Data / Key Finding	3.61 score on parent survey questions "I receive positive..."	Root Cause:		Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least one positive note, phone call, or letter home from school staff to strengthen family engagement and student encouragement.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	25% of students will receive at least one positive note home.	Q2 Goal:	50% of students will receive at least one positive note home.	Q3 Goal:	75% of students will receive at least one positive note home.	Q4 Goal:	100% of students will receive at least one positive note home.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1) Expectations will be given to staff in August PD.		1)		1)		1)	
2) Cards, envelopes and time will be given to teachers 1 time per month during PLCs. Teachers will log this data into educlimber under positive contacts.		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) EduClimber positive contact data		1)		1)		1)	
2) Sticker wall and EduClimber		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	4. I receive appropriate recognition when I do good work. DHS (3.18) DSD (3.5)	Root Cause:	We are attempting to recognize excellence without defining what it means. As a result, our recognition is vague, subjective, and inconsistent across the building.		Strategy:	We will recognize staff with specific feedback.		EOY Outcome Goal:	Increase our survey metric from 3.18 to 3.5 on question 4.	
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)				
Q1 Goal:	25% of staff will be recognized for great work and effort	Q2 Goal:	50% of staff will be recognized for great work and effort	Q3 Goal:	75% of staff will be recognized for great work and effort	Q4 Goal:	100% of staff will be recognized for great work and effort			
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps				
1) Continue Friday staff shout outs (gratitude)		1) Continue Friday staff shout outs (gratitude)		1) Continue Friday staff shout outs (gratitude)		1) Continue Friday staff shout outs (gratitude)				
2) Staff provides positive feedback and recognition for excellence		2) Staff provides positive feedback and recognition for excellence		2) Staff provides positive feedback and recognition for excellence		2) Staff provides positive feedback and recognition for excellence				
3)		3)		3)		3)				
4)		4)		4)		4)				
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?				
1) Gratitude Spreadsheet		1) Gratitude Spreadsheet		1) Gratitude Spreadsheet		1) Gratitude Spreadsheet				
2)		2)		2)		2)				
3)		3)		3)		3)				
4)		4)		4)		4)				
End of Quarter Reporting										
Q1 Report		Q2 Report		Q3 Report		Q4 Report				
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select			
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.				
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select			
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>			

Reviewed Data / Key Finding	% of students will receive an 18 or higher on the ACT. Math 55%, Science 55%, ELA 55%.	Root Cause:		Strategy:	Teachers will participate in PD and instructional coaching to strengthen tier 1 instruction using fundamental 5, Jill Jackson instructional practices to improve student achievement.		EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)		
Q1 Goal: Develop and administer Pre and post semester exams		Q2 Goal:		Q3 Goal:		Q4 Goal:		
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps		
1) PD - ACT Blueprint		1)		1)		1)		
2) Time to collaborate on shared content courses		2)		2)		2)		
3) PLC time dedicated to follow up		3)		3)		3)		
4)		4)		4)		4)		
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?		
1) Follow up on how teams are using the data from assessments		1)		1)		1)		
2)		2)		2)		2)		
3)		3)		3)		3)		
4)		4)		4)		4)		
End of Quarter Reporting								
Q1 Report		Q2 Report		Q3 Report		Q4 Report		
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select	
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	

Reviewed Data / Key Finding	155 Major Behavior Referrals 1,487 Minor Behavior Referrals	Root Cause:	Processes and Procedures	Strategy:	Implement CHAMPS/DSC, Kid Whisperer behavior and classroom management practices with fidelity to create consistent positive and supportive learning environments for all students.	EOY Outcome Goal:	Decrease major behavior referrals by 5%.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of staff have been trained on behavioral processes and procedures	Q2 Goal:	TBD based on Quarter 1 behavioral data	Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1) BOY Professional Development - Staff Handbook		1) SSC PLC sharing behavioral data monthly		1)		1)	
2) Handbook Review with staff and students		2)		2)		2)	
3) CHAMPS expectations will be visible in all classrooms		3)		3)		3)	
4) Learning targets and CHAMPS expectation at the beginning of class are hardwired.		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) Major and Minor discipline data from Quarter 1		1)		1)		1)	
2) SSC PLC sharing behavioral data monthly		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	Teams will review multiple data sources to identify current outcomes, trends, strengths, and areas of need. The next step is to engage in the needs assessment process to identify the root causes. The purpose of the needs assessment is to ensure teams do not begin planning or implementing strategies before the root cause of a problem is understood. Step 1: Gather and review relevant data sources and data analysis findings Step 2: Conduct a root cause analysis Step 3: Identify strategies that directly address the root cause Step 4: Set a measurable goal the strategy is intended to accomplish Step 5: Break the annual goal into quarterly benchmarks or accomplishments Step 6: Identify the action steps necessary to achieve each quarterly goal						
Reviewed Data / Key Finding	3.88 score on parent survey questions "I receive positive..."	Root Cause:	The cause for this is because we are intentional to contact parents and the format to which we reach out to families.	Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least one positive note, phone call, or letter home from school staff to strengthen family engagement and student encouragement.
Reviewed Data / Key Finding	Question #4- I receive appropriate recognition when I do good work, score on staff survey "3.44"	Root Cause:	The system does not meet the needs of recognition people want.	Strategy:	Create a system where staff can feel comfortable receiving/giving recognition.	EOY Outcome Goal:	Increase our staff survey score by 0.2 (3.6 or higher) by the end of the school year.
Reviewed Data / Key Finding	43 % on South Dakota ELA Assessments 28 % on South Dakota Math Assessments 35 % on South Dakota Science Assessments	Root Cause:	Tier 1 instruction	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Reviewed Data / Key Finding	1,965 Major Behavior Referrals 1,370 Minor Behavior Referrals	Root Cause:	Inconsistent implementation of processes/procedures	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.

Reviewed Data / Key Finding	3.88 score on parent survey questions "I receive positive..."	Root Cause:	The cause for this is because we are intentional to contact parents and the format to which we reach out to families.		Strategy:	Utilize Positive Notes Home, aligned to Stude's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.		EOY Outcome Goal:	100% of students will receive at least one positive note, phone call, or letter home from school staff to strengthen family engagement and student encouragement.	
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)				
Q1 Goal:	25% of students will receive at least one positive note home.	Q2 Goal:	50% of students will receive at least one positive note home.		Q3 Goal:	75% of students will receive at least one positive note home.		Q4 Goal:	100% of students will receive at least one positive note home.	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps				
1) Expectations will be given in August PD.		1)		1)		1)				
2) Cards, envelopes and time will be available to classroom teachers weekly during PLCs. Teachers will log the data into Educlimber under positive contacts.		2)		2)		2)				
3) Elective teachers will write to 3 students per month.		3)		3)		3)				
4) 2/3/4 SPED teachers will write one note per student a month.		4)		4)		4)				
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?				
1) Educlimber Student/Staff Data		1)		1)		1)				
2)		2)		2)		2)				
3)		3)		3)		3)				
4)		4)		4)		4)				
End of Quarter Reporting										
Q1 Report		Q2 Report		Q3 Report		Q4 Report				
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select			
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.				
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select			
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>			

Reviewed Data / Key Finding	Question #4- I receive appropriate recognition when I do good work, score on staff survey "3.44"	Root Cause:	The system does not meet the needs of recognition people want.	Strategy:	Create a system where staff can feel comfortable receiving/giving recognition.	EOY Outcome Goal:	Increase our staff survey score by 0.2 (3.6 or higher) by the end of the school year.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	Determine a baseline of how staff prefer to be recognized (staff appreciation), and provide recognition opportunities.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	August PD- purpose, model, format (Studer book), connect to purpose utilizing current tools/resources- Fund 5, Studer, CHAMPS	1)		1)		1)	
2)	Survey staff on how they accept recognition (at PD) - question in the "Getting to Know you" survey	2)		2)		2)	
3)	Clearly communicate in Aug. PD options for staff recognition- linked to shoutouts/thank you/etc. linked on current slides	3)		3)		3)	
4)	Communicate in October PD- the number of staff recognitions	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	Share number of staff recognitions produced (collect numbers)	1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	43 % on South Dakota ELA Assessments 28 % on South Dakota Math Assessments 35 % on South Dakota Science Assessments	Root Cause:	Tier 1 instruction	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	Share SBAC/NWEA data with all staff and train staff in PLC process/protocols.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	All formal walkthroughs will be completed by Nov 20	1)		1)		1)	
2)	Establish PLC purpose, share information (calendar/agenda) in August PD.	2)		2)		2)	
3)	Explore SBAC/ NWEA data during August PD (Data Dig on slides)	3)		3)		3)	
4)		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	Monitor PLC agendas	1)	Data will be presented to staff on engagement from the formal walkthroughs	1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	1,965 Major Behavior Referrals 1,370 Minor Behavior Referrals	Root Cause:	Inconsistent implementation of processes/procedures	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of staff/students are educated on schoolwide processes/procedures.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1) August PD- provide behavior scenarios to staff/calibrate		1)		1)		1)	
2) Review educlimber data weekly during SSC PLC		2)		2)		2)	
3) Share PBIS expectations at August PD		3)		3)		3)	
4)		4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1) EduClimber		1)		1)		1)	
2) Walkthrough data- CHAMPS expectations		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Needs Assessment Summary and Improvement Plan

Definition / Purpose:	Teams will review multiple data sources to identify current outcomes, trends, strengths, and areas of need. The next step is to engage in the needs assessment process to identify the root causes. The purpose of the needs assessment is to ensure teams do not begin planning or implementing strategies before the root cause of a problem is understood. Step 1: Gather and review relevant data sources and data analysis findings Step 2: Conduct a root cause analysis Step 3: Identify strategies that directly address the root cause Step 4: Set a measurable goal the strategy is intended to accomplish Step 5: Break the annual goal into quarterly benchmarks or accomplishments Step 6: Identify the action steps necessary to achieve each quarterly goal						
Reviewed Data / Key Finding	3.4 score on parent survey questions "I receive positive..."	Root Cause:	Positive communication with families is occurring inconsistently across staff, resulting in some parents primarily hearing from the school when concerns arise rather than receiving regular recognition of student successes and growth.	Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least one positive note, phone call, or letter home from school staff to strengthen family engagement and student encouragement.
Reviewed Data / Key Finding	3.52 score on staff survey "Fall 2025" I receive appropriate recognition when I do good work.	Root Cause:	We don't get together or share out the good enough in the building	Strategy:	All teachers will take a survey at the start of the year to share how they want to be recognized, who they want recognition from and how THEY are going to recognize others	EOY Outcome Goal:	Increase our staff survey score to a 3.75.
Reviewed Data / Key Finding	52% on South Dakota ELA Assessments 45% on South Dakota Math Assessments	Root Cause:	Lack of consistent, systematic, explicit Tier 1 instruction	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Reviewed Data / Key Finding	120 Major Behavior Referrals 580 Minor Behavior Referrals	Root Cause:	Inconsistent practices in implementation	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.

Reviewed Data / Key Finding	3.4 score on parent survey questions "I receive positive..."	Root Cause:	Positive communication with families is occurring inconsistently across staff, resulting in some parents primarily hearing from the school when concerns arise rather than receiving regular recognition of student successes and growth.	Strategy:	Utilize Positive Notes Home, aligned to Studer's Reward and Recognition practices, to proactively engage families and strengthen school-home connections.	EOY Outcome Goal:	100% of students will receive at least one positive note, phone call, or letter home from school staff to strengthen family engagement and student encouragement.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of students will receive at least one positive note home. 25% of our students will receive a star student	Q2 Goal:	33% of students will receive a second positive contact home. 50% of our students will receive a star student	Q3 Goal:	33% of students will receive a second positive contact home. 75% of our students will receive a star student	Q4 Goal:	33% of students will receive a second positive contact home. 100% of our students will receive a star student
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	Expectations will be given to staff in August PD.	1)	Teachers will send a star student on their designated day.	1)	Teachers will send a star student on their designated day.	1)	Teachers will send a star student on their designated day.
2)	Cards, envelopes and time will be given to staff 1 time per month during PLCs.	2)	Cards, envelopes and time will be given to staff 1 time per month during PLCs.	2)	Cards, envelopes and time will be given to staff 1 time per month during PLCs.	2)	Cards, envelopes and time will be given to staff 1 time per month during PLCs.
3)	Specials teachers will write to 5 students per month.	3)	Specials teachers will write to 5 students per month and classroom teachers	3)	Specials teachers will write to 5 students per month and classroom teachers	3)	Specials teachers will write to 5 students per month and classroom teachers
4)	Teachers will send a star student on their designated day.	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	Educlimber positive data	1)	Educlimber positive data	1)	Educlimber positive data	1)	Educlimber positive data
2)	Star Student tracker	2)	Star Student tracker	2)	Star Student tracker	2)	Star Student tracker
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	3.52 score on staff survey "Fall 2025" I receive appropriate recognition when I do good work.	Root Cause:	We don't get together or share out the good enough in the building	Strategy:	All teachers will take a survey at the start of the year to share how they want to be recognized, who they want recognition from and how THEY are going to recognize others	EOY Outcome Goal:	Increase our staff survey score to a 3.75.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	For everyone to feel recognized when they do good work.	Q2 Goal:	For everyone to feel recognized when they do good work.	Q3 Goal:	For everyone to feel recognized when they do good work.	Q4 Goal:	For everyone to feel recognized when they do good work.
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	Recognition Survey: The Leadership Team Creates a Staff Recognition Survey that will be taken by all staff during the back-to-school PD days. The survey will include who staff want to be recognized by, how they like to be recognized, how often is "appropriate" recognition, how staff members will commit to recognizing each other. The leadership team will meet by mid-September and categorize the survey results. This will be shared with all staff by the end of September.	1)	We will implement a monthly staff huddle where celebrations and shout outs will be shared and celebrated. These meetings will happen on the 1st Thursday after school. Treats will be provided by the monthly treat group.	1)	We will implement a monthly staff huddle where celebrations and shout outs will be shared and celebrated. These meetings will happen on the 1st Thursday after school. Treats will be provided by the monthly treat group.	1)	We will implement a monthly staff huddle where celebrations and shout outs will be shared and celebrated. These meetings will happen on the 1st Thursday after school. Treats will be provided by the monthly treat group.
2)	We will implement a monthly staff huddle where celebrations and shout outs will be shared and celebrated. These meetings will happen on the 1st Thursday after school. Treats will be provided by the monthly treat group.	2)	We will continue our Golden Apple award where staff recognize each other. The award is passed on each week, the recipient is featured in an email, on our FC facebook page.	2)	We will continue our Golden Apple award where staff recognize each other. The award is passed on each week, the recipient is featured in an email, on our FC facebook page.	2)	We will continue our Golden Apple award where staff recognize each other. The award is passed on each week, the recipient is featured in an email, on our FC facebook page.
3)	We will continue our Golden Apple award where staff recognize each other. The award is passed on each week, the recipient is featured in an email, on our FC facebook page.	3)	K12 rounding will be utilized. Staff recognitions will be noted and shared at the monthly huddle (14 people each quarter) Principal will round with 25% of the staff	3)	K12 rounding will be utilized. Staff recognitions will be noted and shared at the monthly huddle (14 people each quarter) Principal will round with 25% of the staff	3)	K12 rounding will be utilized. Staff recognitions will be noted and shared at the monthly huddle (14 people each quarter) Principal will round with 25% of the staff
4)	K12 rounding will be utilized. Staff recognitions will be noted and shared at the monthly huddle (14 people each quarter) Principal and Assistant Principal will round with 25% of the staff	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	K12 rounding data	1)	K12 rounding data	1)	K12 rounding data	1)	K12 rounding data
2)	Survey data and actions	2)	Monthly huddle agenda	2)	Monthly huddle agenda	2)	Monthly huddle agenda
3)	Tracking for the Golden Apple Award	3)	Tracking for the Golden Apple Award	3)	Tracking for the Golden Apple Award	3)	Tracking for the Golden Apple Award
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	52% on South Dakota ELA Assessments 45% on South Dakota Math Assessments	Root Cause:	Lack of consistent, systematic, explicit Tier 1 instruction	Strategy:	Teachers will participate in PD and instructional coaching to strengthen Tier 1 instruction using Fundamental 5 and Jill Jackson instructional practices to improve student achievement.	EOY Outcome Goal:	Improved academic performance by 3 - 5 % on the South Dakota State Assessments.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of staff will be trained on and utilize pacing guides	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	Share math pacing at August PD. Implement math pacing beginning day 1- teachers will remain within 1-2 days of math pacing throughout the year.	1)		1)		1)	
2)	Teachers will give CFA according to the pacing guide. The following PLC teachers will bring their data to discuss	2)		2)		2)	
3)	Teachers will utilize all 5 components of Fundamental 5 in instruction	3)		3)		3)	
4)	Plan for Number Corner Implementation in PLCs.- Watch sample video at PLC, follow pacing, implement daily as written in the schedule	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	CFA data in PLCs	1)		1)		1)	
2)	Data from walk-throughs	2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Reviewed Data / Key Finding	120 Major Behavior Referrals 580 Minor Behavior Referrals	Root Cause:	Inconsistent practices in implementation	Strategy:	Implement CHAMPS/DSC and Kid Whisperer behavior and classroom management practices with fidelity to create consistent, positive, and supportive learning environments for all students.	EOY Outcome Goal:	Decrease behavior both minor and major referrals by 5-7%.
Quarter 1 (Aug - Oct PD Day)		Quarter 2 (Oct. - Jan PD Day)		Quarter 3 (Jan - Mar PD Day)		Quarter 4 (Mar - May PD Day)	
Q1 Goal:	100% of teachers will demonstrate STOIC expectations through walk throughs.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Action Steps		Q2 Action Steps		Q3 Action Steps		Q4 Action Steps	
1)	100% of teachers will utilize the building created slides to teach the common expectations that have been developed.	1)	Behavior Leadership Team will meet monthly to decide a focus out of the CHAMPS book based on our EduClimber data. Staff will be refreshed through readings and activities. This will occur at the 1st PLC of the month. Special area and classified will meet on that same Tuesday after school.	1)	Behavior Leadership Team will meet monthly to decide a focus out of the CHAMPS book based on our EduClimber data. Staff will be refreshed through readings and activities. This will occur at the 1st PLC of the month. Special area and classified will meet on that same Tuesday after school.	1)	Behavior Leadership Team will meet monthly to decide a focus out of the CHAMPS book based on our EduClimber data. Staff will be refreshed through readings and activities. This will occur at the 1st PLC of the month. Special area and classified will meet on that same Tuesday after school.
2)	Behavior Leadership Team will meet monthly to decide a focus out of the CHAMPS book based on our EduClimber data. Staff will be refreshed through readings and activities. This will occur at the 1st PLC of the month. Special area and classified will meet on that same Tuesday after school. We will start with STOIC - STOIC will be observed in all classrooms	2)	Continue to implement our 3:1 positive initiative	2)	Continue to implement our 3:1 positive initiative	2)	Continue to implement our 3:1 positive initiative
3)	Continue to implement our 3:1 positive initiative- data collection through walk throughs, coaching cycles to ensure it is hardwired across the Francis Case.	3)	Kid Whisperer refresh and additions	3)	Re-watching and teaching the expectations through the videos with 100% participation immediately after returning from winter break	3)	
4)	Review behavior matrix as well as EduClimber major and minor qualifications and entry process *Insert EduClimber entry process documentation *Insert link to EduClimber for easy entry of referrals/positive contacts	4)		4)		4)	
What data will you monitor and share on Oct. 30 PD Day?		What data will you monitor and share on Jan. 5 PD Day?		What data will you monitor and share on Mar 13 PD Day?		What data will you monitor and share on May PD Day?	
1)	Lesson plans	1)	EduClimber data - meeting agenda	1)	EduClimber data - meeting agenda	1)	
2)	EduClimber data - meeting agenda	2)	3:1 tracking through walk-throughs	2)	3:1 tracking through walk-throughs	2)	EduClimber data - meeting agenda
3)	3:1 tracking through walk-throughs	3)		3)	Lesson plans	3)	3:1 tracking through walk-throughs
4)	Behavior Events	4)		4)		4)	
End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>

Douglas School District — 2026 Accreditation Onsite Review

Board of Education

October 13,
2026



SD DOE Accreditation

The South Dakota Department of Education accreditation process ensures that schools meet state requirements and engage in continuous school improvement. Public and private school districts seeking or maintaining state accreditation must develop school improvement plans and participate in an accreditation review every five years.

The review examines compliance with state requirements and supports ongoing improvement. All state-accredited schools and districts must host a state review, including those accredited by an outside organization such as Cognia.



Accreditation Framework Overview

27 total components

4 verifications

6 assurances

15 evidence-based components

2 Department of Education (DOE) verifications

SOUTH DAKOTA DOE ACCREDITATION RESOURCE

<https://doe.sd.gov/oaq/districtaccreditation.aspx>



School District Verifications

Documented proof that confirms adherence to essential compliance requirements.

Student certified birth verification

Student immunization verification

Youth suicide awareness and prevention training verification

Certified staff background verification



School District Assurances

- Classified staff background assurance
- Open enrollment assurance
- Kindergarten requirement assurance
- Student records—secure storage assurance
- Character development instruction
- Alternative instruction notification

Assurances confirm adherence to key operational policies and practices.



Evidence-Based Components

Organized evidence must be **available**, **complete**, and **well-organized**.

- Medical marijuana policy
- Waivers from administrative rule
- Graduation requirements
- National motto display
- School improvement plans
- Personal learning plan
- FERPA compliance
- Disaster plan
- Evacuation drills documentation
- Bullying policy
- Restraint and seclusion policy



Evidence-Based Components (Samples)

+1

Online courses

+9

Teaching to state content standards

+3

Teacher evaluation component

+3

Principal evaluation component



School Board Approval

Policy and Process Updates

- Teacher evaluation policy: Update after negotiations were finalized.
- Principal evaluation handbook: Has to be changed from two years to the **first four years** of employment in the district.
- Disaster plan: Updates have been made to reflect accurate information and updated processes.
- 26 - 27 School improvement Plans by building



School Improvement Plans

Annual Goals and Quarterly Check-Ins

Each building/department develops **four year long goals** with quarterly action steps. At each scheduled check-in, buildings will reflect on current outcomes and update, add, or revise action steps as needed.

Quarterly Timeline

- **Quarter 1:** August–October 30 PD Day
- **Quarter 2:** November–January PD Day
- **Quarter 3:** January PD Day–March PD Day
- **Quarter 4:** March PD Day–End of Year

Goal 1: Parent/Caregiver Engagement

Use Studer Parent/Caregiver Survey results to guide continued positive notes home.

Goal 2: Staff Engagement

Select one focus area from Studer Staff Survey results directly related to your building/department.

Goal 3: Academics

Use state assessment results to guide action steps focused on Fundamental 5, High leverage instructional practices.

Goal 4: Behavior

Use eduCLIMBER referral data to guide action steps focused on CHAMPS/DSC (STOIC) and Kid Whisperer strategies.





Administrators Handbook

2026-27

Discrimination Prohibited

Equal Opportunity Employment

It is the policy of the Douglas School District 51-1 that no employee shall be discriminated against on the basis of race, color, creed, religion, age, sex, gender, pregnancy, gender identity, sexual orientation, disability, national origin, ancestry or veteran status in any program, service or activity for which the Douglas School District is responsible as required by Title IX, Public Law 93- 112, Section 504, and other state and federal laws. Every available opportunity will be taken to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

Title IX Policy Notification Statement

The Douglas School District does not discriminate in its employment policies and practices, or in delivery of its educational programs or services on the basis of race, color, creed, religion, age, sex, gender, pregnancy, gender identity, sexual orientation, disability, national origin, ancestry or veteran status.

Concerns regarding Title IX of the Education Amendments of 1972 should be directed to Executive Director of Operational Support Services, Douglas School District 51-1, 400 Patriot Drive, Box Elder, SD 57719 (605) 923-0000.

Inquiries concerning the applications of Title VI Civil Rights Act of 1964 may be referred to Executive Director of Secondary Academics, Douglas School District 51-1, 400 Patriot Drive, Box Elder, SD 57719, (605)923-0000. Section 504 of the Rehabilitation Act of 1973, as amended, may be referred to the Director of Special Education Services, Douglas School District 51-1, 421 Don Williams Drive, Box Elder SD 57719, (605) 923-0013.

For additional information contact Office for Civil Rights, U.S. Department of Education, Office for Civil Rights, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106. Phone: (816) 268-0550; TDD: (800) 877-8339; Fax: (816) 268-0559. E-mail

OCR.KansasCity@ed.gov

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Each administrator, upon the approval of the Superintendent or designee, may be granted the privilege of using a maximum of five days sick leave to cover absences due to a required appearance in a court of law, involving no moral turpitude on the part of the administrator, in a case in which the administrator is a party..... 7
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INTRODUCTION

The Administrators Handbook contains general working benefits for administrators in the Douglas School District as determined by the Board of Education. Any additional terms, conditions, or benefits will be specified in the administrator's individual contract. The Superintendent, Business Manager, Executive Director of Elementary Academics, Executive Director of Secondary Academics, and Executive Director of Operational Support Services receive all benefits provided by the Administrators Handbook except when board policy and/or language in the individual's contract directs otherwise, effective the 2000-01 contract year.

A. Definition of an Administrator:

An administrator is an individual who has direct or delegated responsibility for decision-making in the following areas: personnel, curriculum and policies. This includes all Principals, Assistant Principals, Dean of Students, Activities Directors, Director of Special Education Services, Executive Director of Elementary Academics, Executive Director of Secondary Academics, Executive Director of Operational Support Services, Business Manager, and Superintendent.

B. Education: M.A., M.A. + 30, M.A. + 60, or Ed.D. or Ph.D.

All credit hours beyond the Master's degree must be based on graduate level courses. Half of the hours must be in the area of responsibility and half may be in related fields.

C. Experience:

Experience, to the extent allowable, shall be granted for continuous years outside or within the District in similar positions.

D. Definition:

The term "days", except where otherwise noted in this handbook, shall refer to calendar days.

ADMINISTRATOR DRESS CODE

Reference District [Board Policy Regulation GBCB-R](#)

MEDICAL EXAMINATION

1. If at any time there is reasonable cause to believe that an administrator is suffering from an illness detrimental to the health of the pupils, the Board of Education may require a certification of health. The expense of obtaining additional certifications of health will be borne by the School District.
2. An administrator of the Board of Education who is not able to return to duty on the day following ten (10) days of illness or injury may be required to present a certificate of ableness to the Superintendent or designee upon return to work. This certificate shall be made out by

a physician authorized to practice medicine under the laws of the State of South Dakota.

3. An administrator who has been absent because of a nervous disorder must present a satisfactory report from a physician authorized to practice medicine under the laws of the State. In addition, the administrator may be required to submit to an examination to provide a medical report secured from the School District's designated physician at the expense of the School District.

LEAVES OF ABSENCE

A. Extended Leave of Absence

A leave of absence without compensation may be granted to certified administrators for a period not to exceed one year. Requests for leave must ordinarily be submitted in writing to the Board of Education no later than March 1 during the school year preceding the year in which the leave of absence is desired. Requests received after March 1 may be granted provided, in the judgment of the Board, a suitable replacement can be found. Except in cases of emergency, the request for leave of absence must be submitted at least forty-five (45) days prior to the date upon which the requested leave is requested to begin and must contain the purpose and length of the proposed absence. Request shall be acted upon within a reasonable time, not exceeding forty-five (45) days. A copy of this leave provision shall be given to the administrator when a leave is granted.

While on leave an administrator shall have the option to remain an active participant in the state retirement system and the health and dental insurance programs of the School District by paying the entire amount which would have been otherwise paid by such administrator and the School District.

An administrator desiring to return from such leave shall give written notice of a desire to return to employment no later than February 1 of the year in which he/she is on leave. If the leave extends for a period of less than one year, the employee shall give ninety (90) days written notice of a desire to return from such leave at the end of the term thereof. Upon return to work, the district shall place the employee in his/her same position or an equivalent position for which they are qualified. (Equivalent position as it relates to step, lane, and salary with equivalent pay, corresponding benefits and other terms and conditions of employment.)

Scheduled increments, salary adjustment, and other credits are not allowed for leaves of absence.

B. Short Leave without Pay

The Superintendent may grant leaves of absence without pay to administrators for personal reasons. Requests for leave without pay must be approved by the Superintendent and the Board of Education and must include the reason for the request. All applicable leave must be used before leave without pay is granted when/if applicable; ie. all sick leave must be used before leave without pay is granted when sick.

C. Professional Leave

The Superintendent may approve a limited amount of professional leave, with or without pay, and with or without expenses, for attendance at meetings of local, state or national professional organizations, workshops, conferences and school visitations, subject to the following considerations:

1. The leave is in the best interest of the Douglas School District and relates to the administrator's professional interests or leadership position in local, state or national educational organizations.

2. The request for leave must be directly associated with educational activities.
3. Approval for professional leave will be contingent on the availability of sufficient funds.
4. Priority will be given to professional leave applications of administrators who:
 - a. Submit them first.
 - b. Hold local, state, and/or national offices in educational professional organizations.
 - c. Have not been granted professional leave in excess of five (5) days during the preceding three years.

Upon request of the Superintendent, the administrator shall file a report on the activities of the conference with any recommendations.

If an administrator holds a leadership position in a major state educational organization, he/she may be granted up to thirty (30) days of professional leave without pay during each twelve-month period. No expenses will be provided.

D. Sick Leave

Sick leave is provided to all full-time and half-time administrators of the Douglas School District. All administrators under contract shall receive 15 days of sick leave (200 and under receive 12) on the first day of service each year unless they are employed after the beginning of the school term, in which case the sick leave shall be prorated accordingly. These 15/12 days shall represent all the administrator's sick leave for that year, subject to the accumulation provisions hereof. Sick leave may be taken for personal illness, injury or other physical disability (including pregnancy-related disability) and for illness in the immediate family. Immediate family is defined as employee's spouse, mother, stepmother, father, stepfather, legal guardian, children, stepchildren, son-in-law, daughter-in-law, grandchildren, brother, stepbrother, brother-in-law, sister, stepsister, sister-in-law, aunts, great-aunts, uncles, great-uncles, nieces, nephews, grandparents, the parents/legal guardians and grandparents of the administrator's spouse, an individual who is a permanent resident in the employee's home, and any person for whom the employee has specific legal responsibility.

Administrators are required to immediately notify the personnel office when sick leave is needed.

Upon returning from sick leave, the administrator shall complete a sick leave application indicating the reason for the absence. The Superintendent or designee may require a physician's statement concerning such absence.

If an administrator is released or leaves before the termination of the school year, the administrator shall be credited with only that portion of the 15 (or 12) days determined by the fractional portion of completed service. The final contractual payment shall be reduced by the appropriate number of contractual days pay for any days used over the allotted number.

All unused days earned shall be added to the administrator's sick leave reserve at the end of the fiscal year. An unlimited number of such sick days may be accumulated.

An administrator who willfully violates or misuses sick leave provisions or who misrepresents any statement or condition of the policy shall forfeit all accumulated sick leave and any further right under the policy until reinstated in good standing by the Board of Education.

Upon approval of the Superintendent or designee, an administrator may use up to one work day of accumulated sick leave to attend the funeral of a person with whom the administrator has a close personal relationship, when the individual does not meet the definition of immediate family under this policy. Such leave shall be granted per occurrence.

E. Bereavement Leave

Three (3) days of bereavement leave may be taken for death in the immediate family (as defined above in "D. Sick Leave"), and will not be deducted from the employee's sick leave allocation. An employee who has exhausted all of their sick leave may request consideration from the Superintendent or designee for two (2) additional days of bereavement leave, for a maximum of five (5) days. This request may be made for up to two (2) occurrences in a school year. Bereavement leave will be granted per occurrence, and will not be accumulated. Sick leave may be taken for extended bereavement leave.

F. Family and Medical Leave

Administration of family and medical leaves of absence will be governed by the provisions of the Family and Medical Leave Act. Reference [Board Policy GCBDE—Family and Medical Leave](#) and [Administrative Regulation GCBDE-R - Family and Medical Leave Procedures](#) (FMLA).

G. Worker's Compensation

An administrator injured in an accident during duty hours must report the incident in writing to the immediate supervisor upon the occurrence of an injury or as soon thereafter as practicable.

1. An administrator injured in the line of duty shall receive such compensation and expenses as prescribed by the Worker's Compensation Act of South Dakota.
2. All worker's compensation payments shall be retained by the administrator. An administrator who has elected to use sick leave and has sufficient leave to cover the time absent from work shall receive his or her regular salary less any amount received for compensation, up to, but not in excess of his or her regular daily rate of pay. Any sick leave used for the period covered by the worker's compensation shall be returned to the administrator up to, but not in excess of the amount of the compensation payment.

H. Additional Use of Sick Leave (Court Appearance)

Each administrator, upon the approval of the Superintendent or designee, may be granted the privilege of using a maximum of five days sick leave to cover absences due to a required appearance in a court of law, involving no moral turpitude on the part of the administrator, in a case in which the administrator is a party.

I. Personal Leave

Three (3) days of sick leave may be taken for personal reasons each year if approved a minimum of two days in advance. One (1) additional day of personal leave shall be granted each year to an administrator in their 4th, 5th, 6th and 7th year of employment. No more than seven (7) personal leave days may be used in any one year with the exception of an administrator taking an oral or written comprehensive examination to complete a degree.

1. One day of personal leave may be used to extend a scheduled school holiday one time per year, with approval of the building principal.
2. A second day of personal leave may be used to extend a holiday one time in a school calendar year upon approval of the Superintendent or designee.
3. Leave may not be used on the first or last calendar day with students, to extend the Winter Holiday, or during Parent/Teacher Conference Hours.
4. Use of personal leave is strongly discouraged during Inservice Days.
5. Leave may not be requested more than 180 days in advance.

The Superintendent or designee may grant personal leave in emergency situations and the decision

to do so is a non-precedent setting nor grievable.

One (1) additional day of personal leave shall be granted to an administrator to take oral or written comprehensive examinations to complete a degree.

Personal leave cannot be accumulated.

J. Court Witness and Jury Duty Leave Reference [Board Policy GCBDC](#)

K. Parental Leave

1. Upon written application to the Board, a parental leave of absence shall be granted to an administrator for the birth or adoption of a child. Notice must be given to HR at least forty-five (45) days prior to date leave is to begin. Current FMLA guidelines will be followed (See ARTICLE XVI, Section G)
2. If an administrator wishes to extend parental leave beyond FMLA guidelines, they may apply for an Extended Leave of Absence (see ARTICLE XVI, Section A).
3. An administrator may use up to a maximum of 12 calendar weeks of sick leave (concurrent with FMLA). Available leave must be used for the time out on parental leave.
4. Parental leave is available for both parents
5. Reemployment rights will follow FMLA guidelines.
6. If a parental leave is not for a period longer than one semester, reassignment shall be without loss of ordinary salary increments, but if such leave is for a longer period of time, such reassignment shall be without accumulation of such ordinary increments. While on leave an administrator shall have the option to remain an active participant in: (a) the state retirement system by paying the entire amount which would have been otherwise paid by such administrator and the School District, and (b) the health and dental insurance program by continuing cost sharing for the first twelve weeks and thereafter by paying the entire amount. The administration of parental leaves shall comply with FMLA guidelines.

L. Sabbatical Leave

1. The Board of Education, upon the recommendation of the Superintendent, may grant a sabbatical leave to qualified administrators for the purposes of study, travel, and for such other purposes as may be approved by the Board of Education.
2. Upon the recommendation of the Superintendent, the Board of Education may grant a sabbatical leave to a contract administrator who has been employed at least six (6) consecutive years, and who has not had a sabbatical leave during the six (6) years immediately preceding. The leave granted shall not exceed two semesters.
3. An administrator on sabbatical leave shall receive as compensation during the period of absence one-half (1/2) of his/her regular scheduled salary, not to exceed one-half (1/2) of the master's degree maximum.
4. Compensation shall be paid at the same time as the other administrators of his/her professional rank. An administrator on sabbatical leave shall receive the scheduled increment and/or adjustments in salary the same as he/she would have received were he/she occupying his/her regular assignment.
5. While on leave, an administrator shall have the option to remain an active participant of the state retirement system, and the health and dental insurance programs of the School District by paying the entire amount which would have been otherwise paid by such administrator and the School District.
6. The number of persons given sabbatical leave in any year shall not exceed one administrator or director per year; provided, however, that the administrator given such leave in any year shall depend upon the financial condition of the School District and the amount of funds available to finance the program. The number of leaves granted shall be distributed throughout

the District. If the number requesting sabbatical leave exceeds the number of leaves available as determined by the Board, the selection shall be based upon:

- a. The estimated value of the plan to the individual and to the District.
 - b. The amount of seniority.
 - c. The length of time since the last sabbatical leave.
7. An administrator who receives a sabbatical leave shall agree to return to service with the Board of Education for a period of two (2) years. The administrator who fails to return to the District upon completion of his /her sabbatical leave shall refund compensation paid to him/her during the leave.
 8. The administrator, upon returning from sabbatical leave, shall be restored to his/her former position or to one of at least comparable status.
 9. The administrator, upon return from sabbatical leave, shall make such reports as may be designated by the superintendent.

SICK LEAVE BANK

Eligible administrators and directors including those employed in a certified position working a minimum of half time and at least 6 months a year who are in their second consecutive contracted year of employment by the District under the following conditions and provisions:

- A. Each participating administrator shall contribute one day of his/her sick leave per year for the first three years of participation and one-half day per year for each successive year to the bank. The deadline for sick leave bank enrollment shall be on September 15 of the employee's year of eligibility. Eligible administrators declining to become participants in the bank in any given year shall be ineligible for participation until the next open enrollment date. Once enrolled in the sick leave bank, the employee will remain an active member with automatic deductions made from their sick leave account each year unless requested in writing to the Personnel Office to be dropped from the bank.
- B. When the total balance of days in the bank exceeds 600 days, members will not be deducted the one-half day per year after the first three years.
- C. This pool is for the protection of individual participating certified employees including administrators and directors whose personal long-term extended illness or disability causes an absence from regularly assigned duties. Participants may request the use of the sick leave bank once per (a) school year or (b) illness/disability. Once a participating administrator or director has exhausted their accumulated sick leave and met the sick leave bank eligibility criteria, they may immediately begin drawing up to 25 days of sick leave from the bank. Use of pool days by participants shall not be limited to the school year in which the long-term extended illness or disability began. If additional sick leave days are earned at the start of a new school year, those must be exhausted prior to using remaining sick leave bank days.
- D. The dates of personal physical disability as defined in "Leaves of Absence" for which payment under the sick leave bank is claimed shall be verified by a doctor.
- E. Administration of the bank will be handled by the District Personnel Office. All requests for use of the bank must be submitted in writing to the Personnel Manager and must be approved by the Superintendent or designee. The request must be supported by a written statement from the employee's personal physician that states the specific long term extended illness or disability causing the absence and the duration of the absence. The absence for which pool days are requested must be of such nature that absence is unavoidable during the school year and absence from duties is necessitated. Should loss of pay inadvertently occur through late notification, such loss shall be restored in the next pay period following approval of the request for use of pool days.
- F. Administrators withdrawing days from the bank are not required to replace these days except as a regular contributing member in the bank. An administrator resigning, retiring, withdrawing

from membership in the bank or declining to make contributions as required shall not be able to withdraw previously contributed days.

- G. Days in the bank shall be withdrawn on a first-come, first-served basis, and, if the total days in the bank are exhausted in any year, use of the bank is ended for that year. Unused days in the bank shall be carried over to the next succeeding school year.
- H. Remuneration from the bank shall be based on the per diem rate for the individual participant for the applicable school year.
- I. Open enrollment will occur in September every 5th year (i.e. September 2025; September 2030; September 2035, etc).
- J. The Personnel Office shall report the status of the bank, including the balance of days in the bank. The Business Manager shall conduct an annual audit of the sick leave bank.
- K. Donations outside of the sick leave bank (building or department) are not allowed.

INSURANCE PROGRAM

A. Health and Life Insurance

The Board of Education shall provide a group hospitalization and surgical insurance plan for all eligible administrators electing to be covered by such insurance. For those administrators electing to be covered, such a plan shall include a \$10,000 term life insurance coverage, \$6,000 for administrator's spouse, and \$2,000 for each dependent child.

The contribution of the Board to such insurance plan shall be \$624 per month for a family (employee and qualified dependents) plan, \$624 per month for a single (employee only) plan, \$624 for an employee + dependent(s) plan, and \$624 for an employee + spouse plan. If any plan costs less than the \$624 the Board contributes, the remaining amount shall be contributed to an eligible Health Savings Account (HSA) if available. No employee shall receive a combined benefit for health insurance and a contribution to an eligible HSA that is greater than \$624 per month. All administrators shall be free to elect the family plan, employee + dependent(s) plan, employee + spouse plan, single plan or may elect to have no coverage under the plan.

B. Dental Insurance

The Board of Education agrees to provide group dental insurance for each full-time and half-time administrator (single coverage). An individual administrator shall have the option of adding dependent coverage at his/her own expense, by completing in writing an authorization for payroll deduction. The coverage and terms of the group dental plan shall be determined by the Board of Education and shall be set forth in the Master Policy on file in the District Business Office.

EVALUATION OF ADMINISTRATORS & DIRECTORS

The purpose of administrative evaluations is to improve the quality of education for the students of Douglas School District by effecting improvement in administrative leadership. To the degree possible, the evaluation process should focus on strengths and professional growth and should be a positive non-threatening experience.

The school district shall evaluate the performance of each principal and assistant principal at least once per year for the first four years of employment with the district and at least every other year thereafter. ~~The frequency of the evaluation shall be a minimum of one evaluation each~~

year during the first two years of employment in the school district. After two years of employment, administrators will be evaluated at least once every other year.

The Superintendent or designee will evaluate principals and other administrators. The areas subject to evaluation are management techniques; staff relations; administrative/board relationships; community/public relations; personal qualities; professional skills, growth and conduct, and leadership. The administrator's job description should also be considered when conducting the evaluation.

Evaluations are to be used by the school board to improve the quality of education and may be used in the determination of advancement, promotion, transfers, assignments and future employment.

A copy of the written evaluation will be given to the administrator. Each formal written evaluation will be accompanied by a conference between the evaluator and the administrator.

An administrator/director may request another person to accompany them at any step within the evaluation process.

When "does not meet expectations" is noted on the formal evaluation, the evaluator shall work with the administrator/director to develop a mutually agreed upon Plan for Improvement. The superintendent or designee shall assist in the development of the Plan for Improvement. A Plan for Improvement may extend into the following year. It is very important for the administrator/ director to successfully complete the Plan for Improvement, as failure to do so may result in dismissal.

Evaluations are to be completed before the third Monday in March. The recommendation portion of the staff evaluation form need only be completed for the second semester evaluation and shall be checked in one of three categories:

... Recommended for Employment

... Recommended with Qualifications for Employment

... Not Recommended for Employment

When the evaluation "Recommended with Qualifications" is contemplated, the administrator/director involved shall be apprised of the evaluation in a conference to be held before the third Monday in March. The administrator/director shall be advised in writing relative to areas in which improvement is necessary. Before an administrator/director is given the evaluation "Not Recommended", the evaluator conducting the evaluation shall have a minimum of two conferences with the administrator/director relative to the areas of weakness. The first of these conferences shall be held by or before the end of the first semester. The basis and reason for the evaluation shall be discussed and a Plan for Improvement developed. If an administrator/ director receives the evaluation "Recommended with Qualifications" or "Not Recommended", he/she may file a request with the Superintendent for a conference regarding the evaluation.

Within five (5) working days after receiving such a request, the Superintendent or his designee shall meet with the administrator/director to discuss the evaluation.

GRIEVANCE PROCEDURES

Refer to [Board Policy Regulation GBM-R\(N\)](#) - Staff Grievances Procedures

REQUEST FOR REVIEW

Refer to [Board Policy KL-R\(N\)](#) and [KL-E\(1\)\(N\)](#) - Complaint Procedure and Complaint Report Form

PUBLIC COMPLAINT ABOUT AN ADMINISTRATOR

Public complaints against an administrator are only recognized after they have been put in written form (forms are available in the building offices). Public complaints against an administrator will follow procedures established in [Board Policy KLA](#). Anonymous letters and phone calls will not be given consideration and may not be used against an administrator within an evaluation. "Hearsay" will be treated as anonymous and will not be given consideration and may not be used against an administrator within an evaluation. However, it is expected that when such is made known to an evaluator, they will in a timely manner discuss the concern with the administrator or director.

INDIVIDUAL ADMINISTRATOR'S CONTRACTS

- A. All individual contracts with administrators employed by the Board, and covered by this Handbook, shall be in writing and signed by the administrator, by the President of the Board of Education and by the Business Manager.
- B. Unless otherwise specified in the written contract, the salary shall be paid in twenty-four semi-monthly payments.
- C. Individual administrator's contracts shall provide for a set term or duration. During the term of the contract, the administrator may not be dismissed except as provided in this Handbook, for "Dismissal and Suspension" or as stipulated in the individual contract.

LENGTH OF ADMINISTRATIVE CONTRACTS

The length of the employment term for administrators is based upon the following work year minimums with the specific starting date determined by the immediate supervisor in consultation with the supervisee:

Assistant Principals	210 days
Business Manager	236 days
Dean of Students	204 days
Director of Special Education Services	231 days
Elementary Principals	210 days
Executive Directors of Academics / Operational Support	236 days
High School Activities Director	210 days
High School Principal	220 days
Middle School Principal	220 days
Superintendent	236 days

CONTRACT IMPLEMENTATION

A. Contract Term

1. Administrative contract year will begin July 1 and end June 30.
2. All administrators are responsible for working all days needed to fulfill contract obligations.
3. All administrative contract days must be completed by June 30.
4. All administrators must receive approval from the Superintendent's Office when working additional contractual days.
5. Administrators under contract for 200 days or more will be paid for the following holidays: Native American Day, Veteran's Day, Thanksgiving Day & Day After, and Memorial Day.
6. Administrators will be paid for one (1) additional paid floating holiday to be used at their discretion.

B. Work Year

Days beyond the established minimum work year must be approved in advance by the Superintendent or designee and the Board of Education.

C. Switch Days

1. To Work a Non-Contract Day:
 - a. Each administrator is allowed a maximum of 6 days or 48 hours of switch time per contract year.

D. Professional Dues

The School District shall pay for individual enrollment in professional organizations as approved by the Superintendent or designee.

E. Master's Degree Requirements

To qualify for the master's degree allowance, an administrator must have his/her graduate training in areas applicable to the areas of his/her professional responsibility. If a master's degree is in an educationally related field such as guidance or administration, an administrator may receive the master's degree allowance upon approval of the Superintendent or designee.

F. Master's Plus Thirty / Master's Plus Forty-Five Requirements

1. To qualify for the Master's Plus Thirty / Forty-Five semester hours allowance, one half of all hours taken after July 1, 1989, must be a graduate. All hours must be taken subsequent to receiving the Master's Degree and must be approved by the Superintendent or designee of schools in terms either of the candidate's assignment and major responsibility or in terms of anticipated staffing needs of the School District.
2. Programs proposed by individuals currently employed by the Douglas School District must be reviewed and approved in advance by the superintendent or his designee to be sure they can be recognized.
3. Credit earned through participation in in-service programs financed by the School District do not count toward the Master's Plus Thirty or Master's Plus Forty-Five status on the salary schedule.

G. Higher Degree During Year

Employees under a professional growth plan, who qualify for a lane change during the contract year, will be compensated as follows:

1. If a lane change is earned during the school term, increased compensation will begin the next contract year.
2. The deadline for submitting transcripts for lane changes is June 30. The documents must be in the Personnel Office by the deadline so payroll adjustments can be made.

ASSIGNMENT AND TRANSFER

Refer to [Board Policy GCI\(N\) - Professional Staff Assignments and Transfers](#)

DISMISSAL, SUSPENSION, & ACCESS TO PERSONNEL FILE

1. The Board of Education may dismiss any administrator at any time for just cause, including breach of contract, poor performance, incompetency, gross immorality, unprofessional conduct, insubordination, neglect of duty, or the violation of any policy or regulation of the school district. If an administrator is terminated for cause, he/she is no longer entitled to accrued benefits.
2. Whenever the Board contemplates the dismissal of an administrator such administrator shall first be temporarily disengaged from his/her responsibilities, notified in writing of the reasons for such contemplated dismissal and advised that he/she has fifteen (15) days in which to request a hearing before the Board of Education. If no hearing is requested within such fifteen (15) day period, the contemplated dismissal shall become final. Upon written request received within such fifteen (15) day period, an executive session hearing before the Board of Education shall be held at a time and place established by the Board of Education in accordance with the timelines set forth in SDCL 13-43. At such hearing, the administrator shall have the right to hear the evidence against him/her, cross-examine any person who has made charges against him/her and present evidence and testimony on his own behalf and shall have the right to counsel of his/her own choosing. Within five (5) days after the hearing, the Board shall render its final decision and notify the administrator of its decision in writing. The administrator shall have the right of appeal as provided in South Dakota State Statutes.
3. No administrator shall be suspended or reduced in rank or compensation without just cause. Any such action may be subject to grievance.
4. While employed by the Douglas School District, an administrator shall have the right, upon request, to review the non-confidential contents of his/her personnel file (except confidential placement papers) maintained in the central office and to receive copies at his/her own expense of any documents contained therein. An administrator shall be entitled to have a representative accompany him/her during such review. Once per school year an administrator shall have the right to indicate those documents or other materials in his/her file which he/she believes to be obsolete or otherwise inappropriate to retain. Such documents shall be reviewed by the superintendent or his/her designee, and if the administrator and the superintendent or his/her designee agree that they are obsolete or otherwise inappropriate to retain, they shall be destroyed.
5. No material which is derogatory to an administrator's conduct, service, character or personality shall be placed in his/her personnel file unless the administrator has received a copy. The administrator shall acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to the copy to be filed. (The signature of the copy does not imply agreement with the document's contents; it merely indicates that the document's contents

have been viewed by the administrator and discussed.) An administrator also has the right to submit a written response to the document. Such responses will be reviewed by the Superintendent or designee and attached to the file copy.

6. The personnel file in the Central Office shall contain employment data, credentials, letters/notes of commendation or reprimand, evaluations, and other relevant information.

VOLUNTARY SEPARATION PLAN

The Douglas Board of Education has authorized a Voluntary Separation Plan for all full time administrators and directors. Full-time employees, upon written application and approval by the Superintendent of Schools, may participate in a voluntary separation plan.

When an administrator or director retires, the separation benefits (if qualified), the voluntary separation plan (if qualified), and the final July 7th payment will all be included with the June 21st payment.

A. SEPARATION PROGRAM

1. Upon retirement or upon death (having reached the age provided herein and having the corresponding number of years of employment), such administrators/directors will be paid for one-half of their accumulated sick leave.
2. Any administrator/director as above designated having reached the minimum age of forty-five (45) years and having been employed in the Douglas Schools for the minimum of ten (10) years shall be paid one half of his/her accumulated sick leave upon terminating his/her employment in the Douglas Schools. If resignation during the school year, such resignation must be appropriately approved.
3. The amount of sick leave pay under this policy will be determined by the average of the employee's daily rate of pay over the five-year period immediately preceding retirement. Such payment, as well as final pay, shall be made with the final payment following the effective date of retirement.

B. VOLUNTARY SEPARATION PLAN

1. Full-time administrators/directors, upon written application and approval by the Superintendent, may participate in a voluntary separation program. In case of death, where the individual qualifies for voluntary separation, all benefits will be paid accordingly in one lump sum.
2. The total amount of voluntary separation benefits paid in any one fiscal year shall not exceed 1% of the budget for certified instructional salaries in that year.
 - a. Only one administrator will be allowed to participate each school year unless special consideration is made by the Board.
 - b. In the event applications exceed funds available under the 1% limitation, consideration for voluntary separation benefits will be based upon years of service in the District. If further consideration is needed, the Authorization to Hire date will be considered as a second factor, and if further consideration is still needed, the date the application is

received by the board secretary and his/her designee will be considered.

- c. Should there be undistributed funds available, but not in excess of the 1% of the budget for certified instructional salaries in that year, the sum may be offered as a Voluntary Separation benefit to the next qualified applicant, as per B1 and B2 below.
- d. Should extra funds be made available after the application submission date, consideration will be given to applicants through a first come/first serve scenario with preference to those who meet the seniority years of service requirement.

3. Program Eligibility and Provisions

- a. Eligible employees must be at least forty-five (45) years of age with at least ten (10) years of service in the district.
- b. Applications must be submitted in writing by January 1 of the elected year of separation. Approval of an administrator's application for the voluntary separation program will be considered a voluntary resignation.
- c. Program benefits will be paid as follows: After applying a, one of the following options (b, c, or d) is to be selected by the employee.
 - i. If deemed eligible for the South Dakota Retirement System (SDRS) Special Pay Plan, the maximum amount eligible will be deposited into the SDRS Special Pay Plan. To be eligible, each of the following provisions must apply:
 - 1. An employee is age 55 or has reached the first day of the calendar month prior to the employee's 55th birthday; and
 - 2. An employee is receiving special pay of \$600 or more.
 - ii. Any funds not eligible for the SDRS Special Pay Plan may be deposited into the SDRS Supplemental Retirement Plan and/or an eligible 403b with the final payment of the elected year of separation. Any remaining funds (greater than the amount deposited into a and b above) will be paid at the time of separation, OR
 - iii. Any funds not eligible for the SDRS Special Pay Plan may be paid in a single payment (January 21) during the three (3) school years following the elected year of separation; OR
 - iv. Any funds not eligible for the SDRS Special Pay Plan may be paid in a single payment (January 21) during the five (5) school years following the elected year of separation.
- d. Employees on leave of absence, excluding those leaves that are related to personal illness, are not eligible to participate in this program.
- e. Only employees designated as an Administrator or Director on their employment contract are eligible for this plan.
- f. Employee must notify the Business Office of choice b, c, or d by April 1.
- g. Employees hired for the 2017-18 school year and thereafter are not eligible for this program.

4. Payment Formula

The voluntary separation payment is calculated by taking 5% of the current salary multiplied by the number of full years (up to a maximum of twenty years) service in the district. Current salary does not include extra-duty pay, contract extensions, or other payment above the specified annual salary of the administrator. Those administrators in their 10th year or more at Douglas will receive 45% of the maximum calculation; those in their 15th year or more at Douglas will receive 60% of the maximum calculation; those in their 20th year or more at Douglas will receive 75% of the maximum calculation; and those in their 25th year or more at Douglas will receive 90% of the maximum calculation.

STUDENT DISCIPLINE AND ADMINISTRATOR PROTECTION

Assault Upon Administrators:

1. Administrators shall immediately report cases of assault suffered by them in connection with their employment to the Superintendent or designee or other immediate supervisor. Such a report shall be reduced to writing by the administrator as soon as reasonably possible.
2. Such notification shall be immediately forwarded to the Superintendent or designee, and following the incident, the Superintendent or designee, and the administrator shall comply with any reasonable request from the other for information in their possession relating to the incident or the persons involved.

MISCELLANEOUS PROVISION

Savings Clause

If any provision of this Agreement or any application of the Agreement to any administrator or group of administrators shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

Modifications

This handbook is in force during the current contract year only and may be amended or altered at the sole discretion of the Douglas Board of Education for the ensuing contract year.

ADMINISTRATORS SALARY SCHEDULE 2026-27

Salary based on the following FACTORS:

Salary = (Salary Base + Experience + Education + Position Percent + Longevity Factor)

Daily Rate = Salary divided by 200

FACTOR I - SALARY BASE	
2026-27 Salary Base = \$94,700	
FACTOR II - EXPERIENCE	Experience is credited on the basis of a full year of administrative experience. Compensation for experience is determined according to the following schedule:
<u>Experience:</u> 0 1 year 2 years 3 years 4 years 5 years 6 years 7 years 8 years	<u>\$ Value</u> -0- \$800 \$1600 \$2400 \$3200 \$4000 \$4800 \$5600 \$6400
FACTOR III - EDUCATION	A Master's Degree in administration or another appropriate field is a requirement for an administrative position. Compensation for education is determined according to the following schedule:
<u>Level of Education</u> Masters Degree Master's plus 15 Master's plus 30 Master's plus 45 Specialists or Master's plus 60 Doctorate	<u>\$ Value</u> -0- \$1500 \$2250 \$3000 \$4500 \$5000
FACTOR IV - RESPONSIBILITY (based on \$16,000)	This factor is based on a percentage that varies according to the type of assignment.
<u>Assignment</u> Badger Clark Principal Francis Case Principal Vandenberg Principal Middle School Principal High School Principal	<u>Percentage</u> .45 .45 .45 .45 .55
	<u>\$ Value</u> \$7,200 \$7,200 \$7,200 \$7,200 \$8,800

High School Asst Principal .35	\$5,600
Middle School Asst Principal .35	\$5,600
Middle School Dean of Students .00	-0-
Director of Activities .35	\$5,600
Director of Special Education .45	\$7,200
FACTOR V - LENGTH OF CONTRACT	
1. All FACTORS are based on 200 days of employment 2. Days of contract beyond 200 days are based on daily rate	
FACTOR VI - LONGEVITY FACTOR	
Employed 10 years at Douglas in administrative position	\$2,500.00
Employed 15 years at Douglas in administrative position	\$5,000.00
Employed 20 years at Douglas in administrative position	\$7,500.00
Employed 25 years at Douglas in administrative position	\$10,000.00
Employed 30 years at Douglas in administrative position	\$12,500.00



DSD 51-1 FACILITIES MASTER PLAN

PHASE
II

Funding Options (as of October 1, 2026)

SECURED	PENDING	Funding Source	Amount	Timeline	Potential Projects
		SECURED FUNDING			
\$		DSD - Impact Aid - Budgeted for Building Projects	As needed	Ongoing	New Elementary #1 New Construction, Building Additions & Renovations
\$		State of SD Housing Loan Repayment: 20-year payback no interest @ \$750,000 year through 2046	\$15 million available \$7.5 million committed to DMS 4/2026	Available until 6/30/29	New Construction and Building Additions & Renovations
\$		Congressional Directed Spending (CDS) - Rounds, Administered through HUD *Most flexible funding	\$42 million	Passed: 2/3/26 Notice: 5/9/26 Money Available: Jan 1, 2027?	New Elementary #1 *5 years can include operations
\$		Defense Community Infrastructure Program (DCIP), Administered through OLDCC	\$20 million	Approved: Sept 22, 2026 Money Available: Jan 1, 2027?	New Elementary #1
\$		OLDCC Planning Grant III	\$717,850	July 1, 2026 - Dec 31, 2027 Approved 9/22/26 Available 9/1/26	Planning Grant for Facilities Needs & Improvements, Grant Administration, Compliance and Demographics Studies
		ONGOING/YEARLY FUNDING			
\$		DSD 51-1 Capital Outlay	\$3.1 million/year (less \$750K SD Loan Payment)	Allocated Yearly July 1	Existing Building Capital Improvements and Building Additions & Renovations

Consolidated Application
Title I, Part A (Improving Academic Achievement of Disadvantaged)
Title II, Part A (Improving Teacher Quality - Class Size Reduction)
Title IV, Part A (Student Support and Academic Enrichment Grants)

BUDGET FY 2027

REVENUE:		Original
66.4158.008	Title I, Part A Revenue	\$648,246.00
66.4159.998	Title II, Part A Revenue	\$171,965.00
66.4153.009	Title IV, Part A Revenue	\$83,536.00
	Carry Over	\$65,149.00
	TOTAL	\$968,896.00
EXPENDITURES:		Budget
66.1273.012.008.111	CERTIFIED SALARIES	\$228,779.00
66.1273.012.008.112	INSTRUCTIONAL AIDES/PARA	\$59,570.00
66.1273.012.008.120	CERTIFIED SUBSTITUTES	\$0.00
66.1273.012.008.121	CLASSIFIED SUBSTITUTES	\$0.00
66.1273.012.008.130	OVERTIME/STIPENDS	\$0.00
66.1273.012.008.210	SOCIAL SECURITY	\$22,058.70
66.1273.012.008.220	RETIREMENT	\$17,300.94
66.1273.012.008.230	INSURANCE	\$17,763.36
66.1273.013.008.111	CERTIFIED SALARIES	\$210,271.00
66.1273.013.008.112	INSTRUCTIONAL AIDES/PARA	\$53,774.00
66.1273.013.008.120	CERTIFIED SUBSTITUTES	\$0.00
66.1273.013.008.121	CLASSIFIED SUBSTITUTES	\$0.00
66.1273.013.008.130	OVERTIME STIPENDS	\$0.00
66.1273.013.008.210	SOCIAL SECURITY	\$20,199.44
66.1273.013.008.220	RETIREMENT	\$15,842.70
66.1273.013.008.230	INSURANCE	\$18,460.86
66.1273.014.008.111	CERTIFIED SALARIES	\$155,696.00
66.1273.014.008.112	INSTRUCTIONAL AIDES/PARA	\$51,842.00
66.1273.014.008.120	CERTIFIED SUBSTITUTES	\$0.00
66.1273.014.008.121	CLASSIFIED SUBSTITUTES	\$0.00
66.1273.014.008.130	OVERTIME/STIPENDS	\$0.00
66.1273.014.008.210	SOCIAL SECURITY	\$15,876.66
66.1273.014.008.220	RETIREMENT	\$12,452.28
66.1273.014.008.230	INSURANCE	\$10,276.06
66.1273.014.008.319	PROFESSIONAL SERVICES	\$38,233.00
		\$948,396.00
66.2128.012.008.411	NON-TECHNOLOGY SUPPLIES	\$3,500.00
66.2128.013.008.411	NON-TECHNOLOGY SUPPLIES	\$3,500.00
66.2128.014.008.411	NON-TECHNOLOGY SUPPLIES	\$3,500.00
		\$10,500.00
66.2556.006.008.332	MILEAGE	\$10,000.00
		\$10,000.00
	INDIRECT COSTS	\$0.00
	GRAND TOTAL	\$968,896.00

**TITLE VI
INDIAN EDUCATION GRANT
BUDGET FY 2027**

REVENUE:		Original
66.4142.208		<u>\$73,731.00</u>
	TOTAL	\$73,731.00
EXPENDITURES:		
66.1121.020.208.111	CERTIFIED SALARIES	\$58,553.00
66.1121.020.208.210	SOCIAL SECURITY	\$4,479.00
66.1121.020.208.220	RETIREMENT	\$3,513.00
66.1121.020.208.230	INSURANCE	<u>\$7,186.00</u>
		\$73,731.00

GENERAL FUND EXPENDITURES

10.1121.020.208.315	REGISTRATION	\$500.00
10.1121.020.208.319	PROFESSIONAL SERVICES	\$3,950.00
10.1121.020.208.334	TRAVEL	\$2,000.00
10.1121.020.208.411	NON-TECHNOLOGY SUPPLIES	\$1,000.00
10.1121.020.208.461	FOOD	\$3,000.00
10.1121.020.208.479	OTHER NON-CONSUMABLE SUPPLIES	<u>\$2,000.00</u>
		\$12,450.00

**McKinney-Vento Homeless Children & Youth
BUDGET FY 2027**

REVENUE:

66.4151.256

Original

\$20,000.00

TOTAL

\$20,000.00

EXPENDITURES:

66.2400.000.256.315

REGISTRATION

\$4,000.00

66.2400.000.256.334

TRAVEL

\$6,000.00

66.2550.000.256.334

TRAVEL

\$2,000.00

66.3600.000.256.340

COMMUNICATIONS

\$400.00

66.3600.000.256.479

OTHER NON-CONSUMABLE SUPPLIES

\$7,600.00

TOTAL

\$20,000.00

**AFJROTC
BUDGET FY 2027**

REVENUE:		<u>Original</u>
66.4900.124		\$5,350.00
66.4900.125		\$500.00
	TOTAL	\$5,850.00

EXPENDITURES:		
66.1131.030.124.319	PROFESSIONAL SERVICES	\$2,764.00
66.1131.030.125.319	PROFESSIONAL SERVICES	\$110.00
66.1131.030.124.334	TRAVEL	\$950.00
66.1131.030.125.334	TRAVEL	\$550.00
66.1131.030.124.411	SUPPLIES	\$1,026.00
66.1131.030.125.411	SUPPLIES	\$450.00
	TOTAL	\$5,850.00

SECTION	J	TITLE	STUDENTS	FILE	JHCC-R
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**STUDENT COMMUNICABLE CONDITIONS REGULATIONS FOR
HANDLING BODY FLUIDS/CONTAMINANTS IN SCHOOL**

The following procedures/precautions should routinely be used throughout the school system to minimize the risks of transmission of communicable diseases or other conditions. These guidelines provide simple and effective precautions for all persons including pregnant women potentially exposed to the body fluids of any student. They will be updated as new information/recommendations are available from the State Department of Health.

- a. "Body Fluids" applies to blood, drainage from scrapes and cuts, feces, urine, vomitus, saliva, and drainage from any orifice (i.e. nose, ears).
- b. Direct skin contact with body fluids/contaminants should be avoided when possible.
- c. Gloves should routinely be worn when direct hand contact with body fluids/contaminants is anticipated.
- d. Gloves and other materials used for this purpose should be put in a plastic bag or lined trash can. Plastic bags should be changed daily and disposed of routinely. Double bagging can be used when indicated (known high risk contamination).
- e. Gloves should be kept in all areas of high risk, e.g., health room, maintenance areas, main office, any classroom where risk is particularly high.
- f. Students should be taught to handle their own "body fluids" as appropriate (for age, state of health, etc.). When feasible, students should dispose of own tissue after blowing nose, apply pressure to nose and dispose of tissue/paper towels for bloody nose, wash own scrapes/cuts, etc.
- g. Students should be taught good hand washing technique and encouraged to use it routinely – before eating, after toileting, after vomiting, etc.
- h. When direct skin contact or contamination of materials occurs from unanticipated skin contact with body fluids/contaminants (e.g., helping a child in the bathroom, vomiting,), proper cleaning technique should be followed.
- i. Hands and other affected skin areas of exposed persons should routinely be washed with soap and water after contact. Liquid soap dispensed from a wall dispenser is preferable to bar soap - especially bar soap which sits in a pool of water.
- j. Clothing or personal items should be checked for contamination and removed, placed in a plastic bag or container and sent home for treatment. Items used within the school setting should be handled according to recommended health guidelines before reuse.
- k. Contaminated disposable items (tissues, paper towels, diapers) should be handled with disposable gloves.
- l. Spilled body fluids/contaminants should be removed from the environment by proper cleaning technique.
- m. Grossly contaminated environmental surfaces should be thoroughly cleaned with a freshly prepared solution containing one cup of household bleach per gallon of water. A germicide (e.g. Lysol) can be substituted if a bleach solution is unavailable. Disposable gloves should be worn.

SECTION	J	TITLE	STUDENTS	FILE	JHCC-R
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**STUDENT COMMUNICABLE CONDITIONS REGULATIONS FOR
HANDLING BODY FLUIDS/CONTAMINANTS IN SCHOOL**

- n. Wastes and disposable cleaning equipment should be placed in a toilet or plastic bag as appropriate. Non-disposable cleaning equipment (mops, buckets) should be thoroughly rinsed in a bleach solution (as above). The bleach should be disposed of promptly down a drainpipe.
- o. Maintenance responsibilities should include daily cleaning with bleach/germicide in all areas of high risk for contact with body fluids such as the health room, health room toilet(s), sink(s), student and staff lavatories, etc. Plastic bags should also be changed daily and disposed of routinely; and disposable gloves should be worn.
- p. Contaminated areas should be cleaned according to health guidelines.
- q. The clothing of persons at high risk for frequent contact with body fluids should be protected. Lab coats for use in the health room when tending sick children are recommended.

STUDENT COMMUNICABLE CONDITIONS

Numerous communicable conditions may affect a school-age population and/or school staff. Some of these have a high degree of communicability. Some are life threatening in nature. Some are both.

HEALTH GUIDELINES

Health guidelines for school attendance are established and interpreted within the context of the situation. The guidelines are not inclusive but are available to be used as a resource. Specific needs will be addressed individually. School personnel will refer to school health professionals for specific judgments in interpreting the guidelines.

Communicable Condition Rules for School Attendance

Communicable Condition	Rules for School Attendance
Acquired Immune Deficiency Syndrome AIDS/HIV	Determination should be made by the team process as outlined by the Communicable Disease Policy. Generally no exclusion; considerations may exist if there is potential for bloodborne exposure. Consult healthcare provider for guidance.
Chicken Pox (Varicella)	The student may attend school after all lesions have dried and crusted or, in immunized children without crusts, until no new lesions appear within a 24-hour period.
Cimex Lectularius (Bed Bugs)	The student may attend school. Parent will be contacted. If there is continued problem with bed bugs on student, the student may be excluded until there is documented evidence of home treatment.

SECTION	J	TITLE	STUDENTS	FILE	JHCC-R
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**STUDENT COMMUNICABLE CONDITIONS REGULATIONS FOR
HANDLING BODY FLUIDS/CONTAMINANTS IN SCHOOL**

COVID-19	Student attendance will be based on current CDC and SD Department of Health Guidance.
Cytomegalovirus (CMV) Salivary Gland Viruses	The student may attend school. Precautions should be taken by contacts with immunosuppression such as anti-cancer or organ transplants, as well as anyone with suspected or known pregnancy. Good hand-washing in all cases should eliminate risk of transfer of infection.
Enteric Infection (Salmonella, Shigella, Campylobacter, Rotavirus, E-Coli, Pinworms)	The student may attend school if no fever. The student may attend school if the student practices hygienic bathroom skills. Good hand washing in all cases should eliminate risk of transfer of infection.
Fifth Disease (Erythema Infection)	The student may attend school if fever has been absent for 24 hours in an unmedicated state.
Giardiasis (Intestinal Protozoan Infection)	The student may attend school if the student practices independent hygienic bathroom skills. Other students may attend school after they have been treated and have recovered. Good hand washing in all cases should eliminate risk of transfer of infection.
Haemophilus influenzae type B, invasive (Hib)	The student may attend school once they have been cleared by a physician.
Hand Foot & Mouth	The student may attend school if fever has been absent for 24 hours in an unmedicated state.
Hepatitis A	The student may attend school after 1 week from onset of illness and with physician's written permission, and if the student has the ability to take appropriate personal hygiene precautions.
Hepatitis B & C	The student may attend school. Treat all blood as potentially infectious. Universal pre-cautions, as posted in all schools, shall be enforced. Considerations may exist if there is potential for bloodborne exposure. Consult healthcare provider for guidance.
Herpes Simplex	The student may attend school during an active case if the student has the ability and practices appropriate personal hygiene precautions, and the area of lesion is covered.
Impetigo	The student may attend school if treatment is verified and cleared by physician to attend.

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**STUDENT COMMUNICABLE CONDITIONS REGULATIONS FOR
HANDLING BODY FLUIDS/CONTAMINANTS IN SCHOOL**

Infectious Mononucleosis (Mono)- Glandular Infection	The student may attend school as directed by the physician. The student may need adjusted school days and activities.
Influenza	The student may attend school if fever has been absent for 24 hours in an unmedicated state. Good washing should eliminate risk of transfer of infection.
Measles (Rubeola)	The student may attend school after a minimum of four days after onset of rash. Students who have had contact with Measles may attend school if immunization is up to date.
Meningococcal Disease (Meningitis)	The student may attend 24 hours after initiating antibiotic treatment and is cleared by physician to attend.
Methicillin-resistant Staphylococcus aureus (MRSA)	The student may attend school. Exclusion only if confirmed MRSA is present from a wound in which drainage is occurring and cannot be covered and contained.
Mumps	The student may attend after five days of onset of parotid gland swelling. Students who have had contact with Mumps may attend school if immunization is up to date.
Pediculosis (Lice, Crabs)	~~The student may attend school after treatment is verified. There can be no live lice and a decreased number of nits, before the child will be allowed to return to the classroom.~~ Students with live head lice do not need to be excluded or sent home early from school. The student may remain in class for the rest of the school day and go home at the regular time. The student may return to school once appropriate treatment has been initiated; the presence of nits alone, without live lice, is not grounds for exclusion or delayed return, as nits are unlikely to transfer to others and may persist even after successful treatment. The school nurse will notify the parent/guardian, provide treatment guidance and information on preventing spread, and remains available to assist with follow-up screening as needed.
Pertussis (Whooping Cough)	The student may attend after completion of 5 days of appropriate antibiotic treatment. If appropriate antibiotic treatment is not received, exclude until 21 days after onset of cough.
Pink Eye (Conjunctivitis)	The student may attend after the eye is clear, under treatment, or

SECTION	J	TITLE	STUDENTS	FILE	JHCC-R
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STUDENT COMMUNICABLE CONDITIONS REGULATIONS FOR HANDLING BODY FLUIDS/CONTAMINANTS IN SCHOOL
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	with physician's written permission.
Plantar's Wart	The student may attend school. Student should not be permitted to walk barefoot anywhere including showers.
Ring Worm (Scalp, Body, Athlete's Foot)	The student may attend school if the area is under treatment and covered. Restrict known cases of Athlete's foot from pools and showers while under treatment.
Rubella (German Measles)	The student may attend after seven days from onset of rash. Students who have had contact with Rubella may attend school if immunization is up to date.
Scabies (7 year itch or mites)	The student may attend school if treatment is verified and cleared by physician to attend.
Shingles (Herpes Zoster)	The student may attend if lesions can be covered. If lesions cannot be covered, exclude until rash or lesions have crusted over.
Streptococcal Infections (Scarlet Fever, Scarletina, Strep Throat)	The student may attend school 12 hours after initiating oral antibiotic therapy, and is clinically well.
Tuberculosis	The student may attend school once a physician, concurring with the SD Department of Health, states the child is not infectious.

All communicable and chronic disease should be reported to Health Services.

*Time interval between initial contact with an infectious agent and the first sign of symptom of the disease.

Revised 2/12/2024