

**Mission:** Lifelong learners will be inspired and developed through effective teaching in a safe and caring environment.

**Vision:** Respect – Pride – Excellence for All



**AGENDA**  
**BOARD OF EDUCATION – REGULAR MEETING**  
**Instructional Planning Center/Huron Arena**  
**November 12, 2024**  
**5:30 p.m.**



1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Adoption of the Agenda**
5. **Dates to Remember**

November 25	Board of Education Meeting – 5:30p.m. – IPC
November 27	Early Release
Nov 28, 29	Holiday Break – No School
December 9	Board of Education Meeting – 5:30p.m. – IPC
December 11	Early Release
December 23-31	Holiday Break – No School
January 1	Happy New Year 2025 – Holiday Break
January 2	Inservice
January 2	Holiday Break for Students
January 3	Classes Resume
6. **Community Input on Items Not on the Agenda**
  - o See Policy BFB – **Public Participation at Board Meetings** – for more information
7. **Conflict Disclosure and Consideration of Waivers** – The School Board will review the disclosures and determine if the transactions or the terms of the contracts are fair, reasonable, and not contrary to the public interest.
  - a)
8. **CONSENT AGENDA**

The superintendent recommends approval of the following:

  - a) **Approval and/or Corrections of Minutes of Previous Meetings**
  - b) **Approval and/or Corrections of the Financial Report**
  - c) **Consideration and Approval of the Bills**
  - d) **New Hires to the District**

Classified personnel and substitute teachers must be approved in order to be covered by our workmen’s compensation plan.

    - 1) Javier Acosta Valdez/Interpreter, District - \$26.92 per hour
    - 2) Henry Kruse/Student Worker/Technology - \$15.41 per hour
    - 3) Max Radke/Student Worker/Technology - \$15.41 per hour
    - 4) James Wheeler/Student Worker/Technology - \$15. 41 per hour
    - 5) Susan Kaw/Food Service, Dish Room Assistant, MS - \$20.97 per hour
    - 6) Jaxon Andru/Student Worker/Technology - \$15.41 per hour
    - 7) Logan Gerrits/Student Worker/Technology - \$15.41 per hour
    - 8) Kyley Mangmoradeth/Substitute Teacher- \$160 per day/Substitute Para Educator - \$21.58 per hour
    - 9) Kahlie Smith/Volunteer - Destination Imagination

- 10) Tamiko Shkuratoff/Volunteer - Destination Imagination
- 11) Mai Nguyen/Volunteer - Destination Imagination

e) **Resignations for Board Approval**

- 1) Dale Shoemaker/Custodian, High School – 13 years (October 31)
- 2) Craig Jones/Teacher, High School – 36 years (end of school year)
- 3) Craig Jones/Middle School Football Coach – 36 years
- 4) Rachel Kary/Head Girls Tennis Coach – 8 years
- 5) Joel Bergeson/Assistant Girls Tennis Coach – 3 years
- 6) Moo Sher Say/Middle School Girls Tennis Coach – 1 year
- 7) Moo Sher Say/Boys Tennis Volunteer – 1 year
- 8) Denise Freese/Food Service, High School – 3 years

f) **Contracts for Board Approval**

- 1)

g) **Project Fee Proposal for MS Boiler Project**

(The consent agenda may be approved with one motion. However, if a board member wishes to separate an item for discussion, he/she may do so.)

9. **CELEBRATE SUCCESSES IN THE DISTRICT**

**Congratulations to:**

- **The following activities achieved a combined GPA average of 3.0 or higher and received the SDHSAA Academic Achievement Award:**
  - All State Chorus
  - All State Orchestra
  - Boys Cross Country
  - Boys Soccer
  - Boys Golf
  - Competitive Cheer
  - Competitive Dance
  - Football
  - Football Cheerleaders
  - Girls Cross Country
  - Girls Soccer
  - Girls Tennis
  - Oral Interp
  - Volleyball
- **The Nutrition Department** for receiving a grant through Farm Credit Services of America for outdoor raised bed gardens.

**Thank You to:**

- **Educational Support Professionals Day**, November 20
- **Substitute Appreciation Day**, November 22
- the following businesses/organizations for donating candy to the High School's Trick or Treat Street: **Dakota Provisions**
- **Agtegra** for donating \$50 for the Middle School Art Contest hosted by our School Nutrition Department. This activity was in conjunction with October as Farm to School month.
- the **Bauman/Wachter families** for their donation of 25 pumpkins to Kelby Johnson's second-grade class
- **Huron Area Education Federal Credit Union** for the chocolates given to each attendance center
- **Everyone** who helped make **Trick-or-Treat Street** a success

**10. REPORTS TO THE BOARD**

- a) **High School Student Board Member Report– Fellowship of Christian Athletes**
- b) **Good News Report – High School, Principal Rodney Mittelstedt**
- c) **Business Manager’s Report**
- d) **Superintendent’s Report**

**11. OLD BUSINESS**

- a) **Policy GBEC Use of Alcohol, Drugs, and Controlled Substances – 2<sup>nd</sup> reading**  
Strategic Plan Initiative #5) Learning Environment
- b) **Policy GBGA District Involvement in Political Activity – 2<sup>nd</sup> reading**  
Strategic Plan Initiative #3) Community Outreach and Communication
- c) **Policy JHCDE Administration of Medical Cannabis to Qualifying Students – current policy**  
**Policy JHCDE Administration of Medical Cannabis to Qualifying Students – proposed policy – 2<sup>nd</sup> reading**  
Strategic Plan Initiative #5) Learning Environment
- d) **Policy KMI Relations with Political Organizations (Public Funds) – current policy**  
**Policy KMI Relations with Political Organizations (Public Funds) – proposed policy – 2<sup>nd</sup> reading**  
Strategic Plan Initiative #3) Community Outreach and Communication
- e) **Policy GCDB Criminal Background Checks – 2<sup>nd</sup> reading**  
Strategic Plan Initiative #4) Growth & Development
- f) **Policy JFCJ Weapons in the School – current policy**  
**Policy AF Dangerous Weapons in the School (replacing JFCJ) – first reading**  
Strategic Plan Initiative #5) Learning Environment

**12. NEW BUSINESS**

- a) **ASBSD Legislative Resolutions**
- b) **ASBSD Standing Positions**
- c) **Guaranteed Maximum Price Amendment – This amendment inserts the bid pricing into the original contract with Puetz Design Build dated March 15, 2024.**

**13. EXECUTIVE SESSION**

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

- (1) Discussing the qualifications, competence, performance, character or fitness of any public officer or employee or prospective public officer or employee. The term, employee, does not include any independent contractor.
- (4) Preparing for contract negotiations or negotiating with employees or employee representatives.

**14. ADJOURNMENT**

Dear Huron District School Board;

I, Dale Shoemaker, am giving this notice that I will be retiring effective Oct. 31,2024, due to my health concerns.

I appreciate the opportunity I was given to be a custodian for the district for the last 13 years. I was proud to keep the school clean, safe and maintained.

I have enjoyed being able to interact with the staff, students, patrons and community members who used the High School.

I wish you the best of luck in finding a suitable replacement.

Sincerely,

A handwritten signature in cursive script that reads "Dale Shoemaker".

Dale Shoemaker

10-27-24

10-30-2024

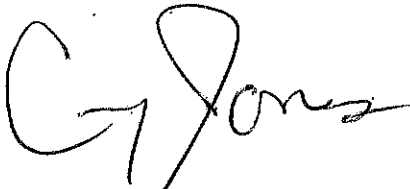
Dear, R. Mittlestadt, Dr. Steinhoff, Huron Board of Education

Please accept my letter of resignation as a high school teacher and a middle school coach at the end of the current contract year. (2024-2025)

I wish to thank everyone for opportunity to work for the Huron School District for 3<sup>1/2</sup> years. It has been a rewarding career and a pleasure to work with such great colleagues and administrators over the years.

Thank you again for everything.

Craig Jones

A handwritten signature in black ink that reads "Craig Jones". The signature is written in a cursive style with a large, looped initial "C".

Huron High School

History teacher

Middle School football coach

Dear Mr. DeBoer,

Please accept this letter of resignation as the Head Girls Tennis Coach. I have thoroughly enjoyed coaching the girl's tennis team for nearly 10 years, but as my own children get older and become more involved in activities, etc. I want to be a part of those experiences. Thank you for giving me the opportunity to work with this wonderful group of young athletes on a sport I love so much.

Sincerely,

A handwritten signature in black ink that reads "Rachel Kary". The signature is written in a cursive style with a long, sweeping flourish at the end of the name.

Rachel Kary

October 31, 2024

Joel Bergeson

Huron Assistant Girl's Tennis Coach

To:

Rachel Kary

Scott DeBoer

Dr. Steinhoff

Huron School Board

To whom it may concern:

This is my letter of resignation on my position as assistant girl's tennis coach at the end of 24-25 season.  
Thank you Coach Kary for letting me be a part of this wonderful program that she has built.

Yours in Education

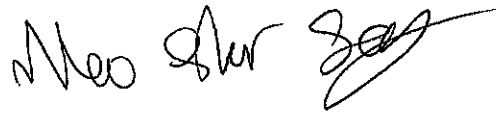
A handwritten signature in black ink that reads "Joel Bergeson". The signature is written in a cursive style with a large, looping initial "J".

Joel Bergeson

To Huron School Board,

I would like to resign my coaching positions for the MS Girls tennis assistant and volunteer coach for boys tennis. I want to thank the coaches for allowing me to help the students.

Moo Sher Say

A handwritten signature in black ink that reads "Moo Sher Say". The signature is written in a cursive style with a long horizontal flourish extending to the right.



I Denise Freese as of 11-6-24  
resign from the school as a salad  
person for the high school.

Denise Freese.  
11-6-24.



# Associated Consulting Engineering, Inc.

340 South Phillips Avenue · Sioux Falls, SD 57104-6319 · Tel: 605.335.3720 · FAX: 605.335.6220

## PROJECT FEE PROPOSAL

**To:** Kelly Christopherson  
**Company:** Huron School District  
**Project Name:** Huron Middle School Boiler Replacement  
**Location:** Huron, SD  
**Proposal Number:** P124-83

**Date:** November 5, 2024

**Project Description:** Owner plans to replace the existing four (4) boilers in the facility and remove an existing fuel oil tank and associated piping.

### Consultant's Proposed Responsibilities:

**Mechanical Systems:**  
Plumbing  
Heating  
Automatic Temperature Control/ Building  
Automation System

**Electrical Systems:**  
Electrical Power

### Proposed Fee:

Total Fee: \$35,000.00

### Conceptual Budgets:

Mechanical: \$463,800.00  
Electrical: \$14,000.00  
Contingency: 10%  
Total: \$525,580.00

**Basis for Proposal:** The proposed fee is for basic Mechanical/Electrical design services to provide Construction Documents and Construction Administration services, including Services required to manage the Contractor/Owner agreements.

If all terms are mutually acceptable by both parties, acknowledge by signing below. An Architect/Engineer Agreement will be prepared based upon the provisions of this proposal.

Associated Consulting Engineering, Inc.

Huron School District


November 5, 2024

Signature

Date

Signature

Date

	<p><b>Huron School District #2-2</b></p>	<p>CODE: GBEC  <b>USE OF ALCOHOL, DRUGS,  AND CONTROLLED  SUBSTANCES</b></p>
	<p>Policies and Regulations</p>	

### Use of Alcohol, Drugs, and Controlled Substances

Student and employee safety is a paramount concern to the school board. Employees under the influence of alcohol and/or other drugs are a serious risk to themselves, to students, and to other employees. Therefore, the school board will not tolerate the unlawful manufacture, use, possession, sale, distribution, or being under the influence of alcohol and/or other drugs on school property or at a school event off school property. Additionally, it shall be a violation of this policy for any employee to manufacture, use, possess, sell, distribute or be under the influence of medical cannabis in any manner inconsistent with South Dakota state law. Any employee who violates this policy will be subject to disciplinary action, which may include dismissal, and referral for prosecution. Each employee of the district is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy and will report to the superintendent any criminal alcohol and/or other drug statute convictions for any alcohol and/or drug violation. Such notification must be made by the employee to the superintendent no later than five (5) days after conviction. Should the affected employee be the superintendent s/he will report to the Board no later than the next regular meeting of the Board.

Within thirty (30) days after receipt of information concerning an alleged or proven violation(s) of this policy, the district will take appropriate disciplinary action, which may include termination of employment, requiring the employee to participate in alcohol and/or other drug abuse assistance or rehabilitation programs, and possible referral for prosecution.

The school board recognizes that employees who have an alcohol and/or other drug use/abuse problem should be encouraged to seek professional assistance. An employee who requests assistance shall be provided a listing of the regional treatment facilities or agencies to assist him/her in their choice of a service provider.

If there is reason to suspect that a staff member is under the influence of alcohol and/or illegal drugs, the staff member will not be allowed on school property or to participate in school activities. Staff members will be subject to discipline for arriving at school or at a school activity under the influence of alcohol and/or an illegal drug. For the purposes of this policy, "illegal drug" means narcotics, drugs and controlled substances as defined in federal law or state law. "Illegal drugs" also includes any prescription or over-the-counter drug that does not meet the following four criteria:

1. the employee has a current and valid prescription for the drug or the drug is sold over-the-counter;
2. the drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter;
3. the drug is used or possessed at the dosage prescribed or recommended; and



**Huron School District #2-2**

Policies and Regulations

CODE: GBEC  
USE OF ALCOHOL, DRUGS,  
AND CONTROLLED  
SUBSTANCES


4. the drug is used or possessed consistent with the safe and efficient performance of the employee's job duties.

Any staff member who is taking a drug or medication, whether or not prescribed by the staff member's physician, which may adversely affect that staff member's ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor.

This includes drugs that are known or advertised as possibly affecting judgment, coordination or any of the senses, including those that may cause drowsiness or dizziness.

The school board hereby commits itself to a continuing good faith effort to maintain a drug-free environment.

A copy of this policy shall be given to all present and future employees.

	<b>Huron School District #2-2</b>	CODE: GBGA DISTRICT INVOLVEMENT IN POLITICAL ACTIVITY
	Policies and Regulations	

### District Involvement in Political Activity

The Board believes in the importance of democracy in American society and advocates political participation as an act of self-governance. In this spirit, the Board recognizes the rights of district employees, as private citizens, to be involved in local, state and federal political activities, and encourages politically related material, discussions and projects in the classroom with the intent to teach students about democracy.

For the purpose of educating voters and lawmakers, the Board will also provide information on ballot questions. The Board authorizes the superintendent or superintendent’s designee to communicate such information to citizens, media sources, public officials or candidates running for office as the superintendent or designee deems appropriate.

However, the board prohibits the following actions:

1. Use of an official school title to endorse or oppose candidates running for elected office, a political party or a proposition, referendum or issue being voted upon by the electorate;
2. Use of district funds to support or oppose a candidate running for elected office, a political action committee, a political party or a proposition, referendum or other ballot issue;
3. Acceptance of any funds, grants, or gifts for election costs from any source other than the governing body of a political subdivision, the state, or the federal government, except for gifts of a nominal and intrinsic value as defined by the South Dakota State Board of Elections.
4. Distribution or posting of material which supports or opposes any candidate, political party or action committee, or proposition, referendum or other ballot issue on school property during school hours; and
5. Use of school facilities by candidates, their representatives, political parties, or political action committees.

#### SCHOOL AS POLLING PLACE

In the case that a public school building is used as a public polling place, candidates, their representatives, members of a political party or political action committee or citizens acting in support or opposition to a ballot question may hand out literature or speak with prospective voters as long as this is done outside a 100-foot radius of the entrance to the polling place.

	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	JHCDE: Administration of Medical Cannabis to Qualifying Students

## Administration of Medical Cannabis to Qualifying Students

The School District restricts the administration of medical cannabis during school hours and at school-sponsored activities unless, in accordance with a practitioner's recommendation, administration of medical cannabis cannot reasonably be accomplished outside of school hours or school-sponsored activities.

The District permits students with a valid registry identification card for medical cannabis under South Dakota law to be administered medical cannabis on school property or at a school-sponsored activity by their parent/guardian or other registered designated caregiver in accordance with this policy and South Dakota law. In order for a parent/guardian or other designated caregiver to administer medical cannabis to a qualifying student, the District will require the following to be provided initially and thereafter at the beginning of each school year and at any time when the qualifying student's administration of medical cannabis changes:


- Presentation of the student's valid State of South Dakota Department of Health approved registry identification card or nonresident card with the State of South Dakota Department of Health's confirmation of registration (a copy of which will be kept by the school in the student's educational record);
- Presentation of the State of South Dakota Department of Health approved caregiver's card showing his/her status as the registered designated caregiver for the qualifying student (a copy of which will be kept by the school in the student's educational record); and
- A written dated and signed certification by the qualifying student's recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.

The parent/guardian or other registered designated caregiver is the only person who may provide, administer, or assist the student with the consumption of medical cannabis. Schools will not store, and school personnel will not administer, medical cannabis.

Administration of medical cannabis to qualifying students shall be in accordance with this policy. Administration of all prescription and nonprescription medications to students shall be in accordance with applicable law and the District's policy concerning the administration of medications to students.

### Definitions

The following definitions apply for purposes of this policy:

	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	JHCDE: Administration of Medical Cannabis to Qualifying Students

1. “Designated location” means a location identified in writing by the school district in its sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon school property in South Dakota, as that term is defined herein, or at a school-sponsored activity in South Dakota.
  
2. “Permissible form of medical cannabis” means non-smokable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical cannabis to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Smoking or vaping medical cannabis is strictly prohibited and is not a permissible form of medical cannabis for students in a school setting under any circumstances.
  
3. “Designated caregiver” means the qualifying student’s parent, guardian or other responsible adult over twenty-one years of age who is the qualifying student’s registered designated caregiver and who has a caregiver’s card approved by the South Dakota Department of Health. In no event shall another student be recognized as a designated caregiver. A designated caregiver is the only individual permitted to possess and administer to a qualifying student. Any designated caregiver seeking access to school property or school-sponsored activity for purposes of this policy must comply with the Board’s policy and/or procedures concerning visitors to school and all other applicable policies.
  
4. “School property” means any school premises, vehicle, or building, or on or in any premises, vehicle, or building used or leased for the school district’s functions.
  
5. “Qualifying student” means a student who possesses a valid registry identification card approved by the State of South Dakota Department of Health for the use of medical cannabis.
  
6. “Written certification” means the completed South Dakota Department of Health form dated and signed by a physician who is licensed with authority to prescribe drugs to humans, stating that in his/her professional opinion the patient is likely to receive a therapeutic or palliative benefit from the medical use of cannabis to treat or alleviate the patient’s debilitating medical condition or symptom associated with the debilitating

	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	JHCDE: Administration of Medical Cannabis to Qualifying Students

medical condition. The document must specify the patient's debilitating medical condition and that it is made in the course of a bona fide practitioner-patient relationship.

**Permissible administration of medical cannabis to a qualifying student**

A qualifying student's designated caregiver may administer a permissible form of medical cannabis to a qualifying student in a designated location if all of the following parameters are met:

1. The qualifying student's parent/guardian provides the following to the school before the administration of medical cannabis is allowed on school property or at a school-sponsored activity and thereafter at the beginning of each school year and at any time when the qualifying student's administration of medical cannabis changes:
  - a. The qualifying student's valid registry identification card from the State of South Dakota Department of Health or nonresident card with the State of South Dakota Department of Health's confirmation of registration authorizing the student to receive medical cannabis;
  - b. The completed and signed Form JHCDE-E (1) (Medical Cannabis Administration Plan);
  - c. The designated caregiver(s) card approved by the State of South Dakota Department of Health; and
  - d. Written certification dated and signed by the student's recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.
  
2. The qualifying student's parent/guardian provides written notice to the school within ten (10) days of any of the following:
  - a. Change in a designated caregiver;
  - b. The student ceases to have a debilitating medical condition, as that term is defined in South Dakota law; or
  - c. The registry identification card is void, expired or revoked.




	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	JHCDE: Administration of Medical Cannabis to Qualifying Students

3. In the event that a new registry identification card is issued, the qualifying student's parent/guardian provides the new card to the school district within ten (10) days of the issuance of the card;
4. The qualifying student's parent/guardian signs the written acknowledgement in Form JHCDE-E(1)(Medical Cannabis Administration Plan) assuming all responsibility for the provision, administration, maintenance, possession, storage and use of medical cannabis under state law, and releases the district from liability for any claim or injury that occurs pursuant to this policy;
5. The qualifying student's parent/guardian or designated caregiver shall be responsible for providing the permissible form of medical cannabis to be administered to the qualifying student, shall transport it in a container that meets the packaging and labeling requirements specified by the South Dakota Department of Health, and shall not at any given time possess on school property an amount of medical cannabis that exceeds the qualifying student's prescribed daily dosage;
6. The district will determine the location and the method of administration of a permissible form of medical cannabis so to not create risk of disruption to the educational environment or exposure to other students;
7. After administering the permissible form of medical cannabis to the qualifying student, the student's designated caregiver shall remove any remaining medical cannabis from the school property or school-sponsored activity;
8. The written dated and signed plan contained in Form JHCDE-E (1) (Medical Cannabis Administration Plan) is prepared that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical cannabis to the qualifying student.

**Additional parameters**

School personnel, in their role as employees of the school district, will not under any circumstances:

	<b>Huron School District #2-2</b>	Code:
	Policies and Regulations	JHCDE: Administration of Medical Cannabis to Qualifying Students

1. Assist a qualifying student or his/her designated caregiver in obtaining, administering, or using medical cannabis;
2. Store or hold medical cannabis in any form;
3. Ensure the qualifying student is properly using the medical cannabis as instructed by his/her recommending practitioner; or
4. Serve as the qualifying student's designated caregiver of medical cannabis.

This policy conveys no right to any student or to the student's parents/guardians or other designated caregiver to demand access to any general or particular location on school property or at a school-sponsored activity to administer medical cannabis.


When a school-sponsored activity occurs at another South Dakota public school, the location identified by that school will serve as the designated location for the designated caregiver's administration of medical cannabis.

This policy shall not apply to school property or school-sponsored activities located outside of the state of South Dakota, on federal property or any other location that prohibits cannabis on its property.

Permission to administer medical cannabis to a qualifying student may be limited or revoked if the qualifying student and/or the student's parent/guardian or other designated caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

No student is permitted to possess or self-administer medical cannabis. Qualifying students with a valid registry identification card who possess or self-administer cannabis may be subject to discipline just as any other student without a valid registry identification card would be. Student possession, use, distribution, sale or being under the influence of cannabis inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the District's federal funds will be lost or have been lost by this policy, the Board declares that this policy shall be suspended immediately and that the administration of any form of medical cannabis to qualifying students on school property or at a school-sponsored event shall not be permitted. The district shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

	<b>Huron School District #2-2</b>	CODE: JHCDE ADMINISTRATION OF MEDICAL CANNABIS TO QUALIFYING STUDENTS
	Policies and Regulations	

## Administration of Medical Cannabis to Qualifying Students

The School District restricts the administration of medical cannabis during school hours and at school-sponsored activities unless, in accordance with a practitioner’s recommendation, administration of medical cannabis cannot reasonably be accomplished outside of school hours or school-sponsored activities.

The District permits students with a valid registry identification card for medical cannabis under South Dakota law to be administered medical cannabis on school property or at a school-sponsored activity by their parent/guardian or other registered designated caregiver in accordance with this policy and South Dakota law. In order for a parent/guardian or other designated caregiver to administer medical cannabis to a qualifying student, the District will require the following to be provided initially and thereafter at the beginning of each school year and at any time when the qualifying student’s administration of medical cannabis changes: Presentation of the student’s valid State of South Dakota Department of Health approved registry identification card or nonresident card with the State of South Dakota Department of Health’s confirmation of registration (a copy of which will be kept by the school in the student’s educational record);

- Presentation of the State of South Dakota Department of Health approved caregiver’s card showing his/her status as the registered designated caregiver for the qualifying student (a copy of which will be kept by the school in the student’s educational record); and
- A written dated and signed certification by the qualifying student’s recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.

The parent/guardian or other registered designated caregiver is the only person who may provide, administer, or assist the student with the consumption of medical cannabis. Schools will not store, and school personnel will not administer, medical cannabis.

Administration of medical cannabis to qualifying students shall be in accordance with this policy. Administration of all prescription and nonprescription medications to students shall be in accordance with applicable law and the District’s policy concerning the administration of medications to students.

### Definitions

The following definitions apply for purposes of this policy:

1. “Designated location” means a location identified in writing by the school district in its sole discretion and may include a location on the grounds of the school in which the



## Huron School District #2-2

### Policies and Regulations

CODE: JHCDE  
ADMINISTRATION OF  
MEDICAL CANNABIS TO  
QUALIFYING STUDENTS

student is enrolled, upon school property in South Dakota, as that term is defined herein, or at a school-sponsored activity in South Dakota.

2. “Permissible form of medical cannabis” means non-smokable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical cannabis to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Smoking or vaping medical cannabis is strictly prohibited and is not a permissible form of medical cannabis for students in a school setting under any circumstances.
3. “Designated caregiver” means the qualifying student’s parent, guardian or other responsible adult over twenty-one years of age who is the qualifying student’s registered designated caregiver and who has a caregiver’s card approved by the South Dakota Department of Health. In no event shall another student be recognized as a designated caregiver. A designated caregiver is the only individual permitted to possess and administer to a qualifying student. Any designated caregiver seeking access to school property or school-sponsored activity for purposes of this policy must comply with the Board’s policy and/or procedures concerning visitors to school and all other applicable policies.
4. “School property” means any school premises, vehicle, or building, or on or in any premises, vehicle, or building used or leased for the school district’s functions.
5. “Qualifying student” means a student who possesses a valid registry identification card approved by the State of South Dakota Department of Health for the use of medical cannabis.
6. “Written certification” means the completed South Dakota Department of Health form dated and signed by a physician, physician assistant or advanced practice registered nurse, who is licensed with authority to prescribe drugs to humans, affirming that the document is made in the course of a bona fide practitioner-patient relationship and stating that the patient has a qualifying debilitating medical condition or symptom associated with the debilitating medical condition. The document must specify the patient’s debilitating medical condition and the expiration date of the qualifying patient's written certification, which cannot exceed one year after the date of issue.



## Huron School District #2-2

### Policies and Regulations

CODE: JHCDE  
ADMINISTRATION OF  
MEDICAL CANNABIS TO  
QUALIFYING STUDENTS

#### Permissible administration of medical cannabis to a qualifying student

1. A qualifying student's designated caregiver may administer a permissible form of medical cannabis to a qualifying student in a designated location if all of the following parameters are met:
  - a) The qualifying student's parent/guardian provides the following to the school before the administration of medical cannabis is allowed on school property or at a school-sponsored activity and thereafter at the beginning of each school year and at any time when the qualifying student's administration of medical cannabis changes:
    - b) The qualifying student's valid registry identification card from the State of South Dakota Department of Health or nonresident card with the State of South Dakota Department of Health's confirmation of registration authorizing the student to receive medical cannabis;
    - c) The completed and signed Form JHCDE-E(1)(Medical Cannabis Administration Plan);
    - d) The designated caregiver(s) card approved by the State of South Dakota Department of Health; and
    - e) Written certification dated and signed by the student's recommending practitioner that also includes the dosage, frequency or time of administration, and length of time between dosages.
  2. The qualifying student's parent/guardian provides written notice to the school within ten (10) days of any of the following:
    - a) Change in a designated caregiver;
    - b) The student ceases to have a debilitating medical condition, as that term is defined in South Dakota law; or
    - c) The registry identification card is void, expired or revoked.



## Huron School District #2-2

### Policies and Regulations

CODE: JHCDE  
ADMINISTRATION OF  
MEDICAL CANNABIS TO  
QUALIFYING STUDENTS

3. In the event that a new registry identification card is issued, the qualifying student's parent/guardian provides the new card to the school district within ten (10) days of the issuance of the card;
4. The qualifying student's parent/guardian signs the written acknowledgement in Form JHCDE-E(1)(Medical Cannabis Administration Plan) assuming all responsibility for the provision, administration, maintenance, possession, storage and use of medical cannabis under state law, and releases the district from liability for any claim or injury that occurs pursuant to this policy;
5. The qualifying student's parent/guardian or designated caregiver shall be responsible for providing the permissible form of medical cannabis to be administered to the qualifying student, shall transport it in a container that meets the packaging and labeling requirements specified by the South Dakota Department of Health, and shall not at any given time possess on school property an amount of medical cannabis that exceeds the qualifying student's prescribed daily dosage;
6. The district will determine the location and the method of administration of a permissible form of medical cannabis so to not create risk of disruption to the educational environment or exposure to other students;
7. After administering the permissible form of medical cannabis to the qualifying student, the student's designated caregiver shall remove any remaining medical cannabis from the school property or school-sponsored activity;
8. The written dated and signed plan contained in Form JHCDE-E(1)(Medical Cannabis Administration Plan) is prepared that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical cannabis to the qualifying student.

#### Additional parameters

School personnel, in their role as employees of the school district, will not under any circumstances:

1. Assist a qualifying student or his/her designated caregiver in obtaining, administering, or using medical cannabis;
2. Store or hold medical cannabis in any form;



## Huron School District #2-2

### Policies and Regulations

CODE: JHCDE  
ADMINISTRATION OF  
MEDICAL CANNABIS TO  
QUALIFYING STUDENTS

3. Ensure the qualifying student is properly using the medical cannabis as instructed by his/her recommending practitioner; or
4. Serve as the qualifying student's designated caregiver of medical cannabis.

This policy conveys no right to any student or to the student's parents/guardians or other designated caregiver to demand access to any general or particular location on school property or at a school-sponsored activity to administer medical cannabis.

When a school-sponsored activity occurs at another South Dakota public school, the location identified by that school will serve as the designated location for the designated caregiver's administration of medical cannabis.

This policy shall not apply to school property or school-sponsored activities located outside of the state of South Dakota, on federal property or any other location that prohibits cannabis on its property.

Permission to administer medical cannabis to a qualifying student may be limited or revoked if the qualifying student and/or the student's parent/guardian or other designated caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

No student is permitted to possess or self-administer medical cannabis. Qualifying students with a valid registry identification card who possess or self-administer cannabis may be subject to discipline just as any other student without a valid registry identification card would be. Student possession, use, distribution, sale or being under the influence of cannabis inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the District's federal funds will be lost or have been lost by this policy, the Board declares that this policy shall be suspended immediately and that the administration of any form of medical cannabis to qualifying students on school property or at a school-sponsored event shall not be permitted. The district shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

KMI

## RELATIONS WITH POLITICAL ORGANIZATIONS (PUBLIC FUNDS)


The board believes in the importance of democracy and the rights of citizens to be involved in politics, but recognizes state and federal law that prohibits schools from seeking to influence elections.

School district funds, whether derived from local, state, or federal sources, will not be used for the purposes of influencing elections or ballot measures to be decided by the community or statewide voters.

The school will, in keeping with state and federal law, offer factual information on ballot measures that have the potential to affect district operation, including, opt-out campaigns and bond campaigns, to the public for the purpose of educating voters.

School resources, including staff time, shall not be used for political purposes.



	<b>Huron School District #2-2</b>	CODE: KMI
	Policies and Regulations	RELATIONS WITH POLITICAL ORGANIZATIONS (PUBLIC FUNDS)

### Relations with Political Organizations

The board believes in the importance of democracy and the rights of citizens to be involved in politics, but recognizes state and federal law that prohibits schools from seeking to influence elections.

School district funds, whether derived from local, state, or federal sources, will not be used for the purpose of influencing elections or ballot measures to be decided by the community or statewide voters.

The school will not accept any funds, grants, or gifts for election costs from any source other than the governing body of a political subdivision, the state, or the federal government, except for gifts of a nominal and intrinsic value as defined by the South Dakota State Board of Elections.

The school will, in keeping with state and federal law, offer factual information on ballot measures that have the potential to affect district operation, including, opt-out campaigns and bond campaigns, to the public for the purpose of educating voters.

School resources, including staff time, shall not be used for political purposes.

	<b>Huron School District #2-2</b>	Code: GCDB Criminal Background Checks
	Policies and Regulations	

## BACKGROUND CHECKS

### Definitions

*Authorized Persons:* Individuals determined by the superintendent or designee to need access to or need to view criminal history record information in their official capacity with the district.

*Criminal History Record Information (CHRI):* A criminal history of an individual obtained through the South Dakota Division of Criminal Investigation (SDDCI) and/or the Federal Bureau of Investigation (FBI) using the individual's fingerprints. CHRI includes information on the arrest, detention, complaint, indictment or former criminal charge of an individual as well as the disposition of any charges. The FBI rules differ from the DCI rules regarding the disclosure of criminal history record information.

*Criminal Justice Information Services (CJIS):* The FBI's Criminal Justice Information Services Division, or CJIS, provides a range of state-of-the-art tools and services to law enforcement, national security and intelligence community partners, and the general public. Its purpose is to equip law enforcement, national security, and intelligence community partners with the criminal justice information needed to protect the United States and the public. The CJIS Division was established in 1992 to serve as the focal point and central repository for criminal justice information services in the FBI. It is the largest division in the FBI.

*Local Agency Security Officer (LASO):* liaison with SDDCI to ensure the agency is in compliance with security procedures. The LASO shall (1) maintain a list of users who have access to CHRI, (2) identify and maintain a list of persons who are authorized to use the approved hardware, software and firmware to access CHRI and ensure no unauthorized individuals have access to this technology, (3) identify and document how the equipment is connected to the state system, (4) ensure that personnel security screening procedures are being followed, (5) ensure that approved and appropriate security measures are in place and working as expected, (6) promptly notify the South Dakota Division of Criminal Investigation of any security incidents, and (7) support any district security audits.

*Noncriminal Agency Coordinator (NAC):* primary contact person for the District who serves as the liaison between the District and SD Division of Criminal Investigation, responsible for notifying SDDCI when a new employee starts or an employee leaves so SDDCI can keep CJIS Security training records current and such other duties as required.

*Point of Contact (POC):* District's contact person when SDDCI sends out Audit information, the contact person when an onsite Audit is scheduled.

*Security Incident:* An act of violating an explicit or implied security policy regarding CHRI including, but not limited to (1) attempts (either failed or successful) to gain unauthorized access to a system or its data, (2) unwanted disruption or denial of service, (3) the unauthorized use of a system for the processing or storage of data, and (4) changes to system hardware, firmware or software characteristics without the district's knowledge, instruction or consent.

	<b>Huron School District #2-2</b>	
	Policies and Regulations	Code: GCDB Criminal Background Checks

**Policy Statement**

The District is committed to providing a safe learning and working environment. As part of this effort, and in accordance with state and federal law, regulations, and policies, the district will require each person over eighteen years of age hired by the district, who is a volunteer two or more times during the school year, or is a volunteer chaperoning an overnight trip, or is employed by an entity which provides the District with student services shall be required to submit to a criminal background investigation, by means of fingerprint checks by the Division of Criminal Investigation and the Federal Bureau of Investigation. The district and its employees, officers and agents will only obtain CHRI when authorized by law and will only use CHRI, or the personally identifiable information first obtained by the district in CHRI, for the purposes of determining whether a person should be employed by the district.

In accordance with law and to protect the district's students, criminal background checks on persons who are employed in the district, who is a volunteer two or more times during the school year, or is a volunteer chaperoning an overnight trip, or are employed by an entity which provides the District with student services shall be required. Examples of non-school entities which provide student services include but are not limited to food service and bus service contractors. The criminal background investigation shall be done by means of fingerprint checks by the Division of Criminal Investigation. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check. The district and district employees will comply with state and federal law, rules, procedures and policies regarding the receipt, use and dissemination of criminal history record information of any individual.

**Designations**

1. The Superintendent, as the Agency Representative, is responsible for signing the SD Division of Criminal Investigation (SDDCI) User Agreement on behalf of the District.
2. The Superintendent's Administrative Assistant shall be the District's Point of Contact(POC) and Noncriminal Agency Coordinator (NAC) to act as the primary contact person for the District, shall serve as the liaison between the District and SD Division of Criminal Investigation, and will fulfill all responsibilities of the POC/NAC, including but not limited to being the contact person when SDDCI sends out Audit information, shall be the contact person when an onsite Audit is scheduled, and responsible for notifying SDDCI when a new employee starts or an employee leaves so SDDCI can keep CJIS Security training records current.
3. The Business Manager is designated to be the Local Agency Security Officer (LASO) to act as liaison with SDDCI to ensure the agency is in compliance with security procedures. The LASO shall be knowledgeable in CHRI, policies and mandated rules and regulations as well as knowledge of IT security procedures. The LASO shall actively represent the District in all matters pertaining to information security, dissemination of information security alerts and other material within the District, and responsible for contacting SDDCI if there has been misuse of CHRI.

	<b>Huron School District #2-2</b>	Code: GCDB Criminal Background Checks
	Policies and Regulations	

### Criminal Background Checks

1. Each person over eighteen years of age hired by the district, who is a volunteer two or more times during the school year, or is a volunteer chaperoning an overnight trip, or is employed by an entity which provides the District with student services shall be required to submit to a criminal background investigation.
2. The school district shall submit completed fingerprint cards to the Division of Criminal Investigation before the prospective new employee or volunteer enters into service.
3. If no disqualifying record is identified at the state level, the fingerprints shall be forwarded by the Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check.
4. The District shall not pay any fees charged for the cost of fingerprinting or the criminal background investigation for any person whose employment with the District is subject to the requirements of this section. The District shall pay any fees charged for the cost of fingerprinting or the criminal background investigation for any person whose status as a volunteer is subject to the requirements of this section.
5. Any person hired to officiate, judge, adjudicate, or referee a public event sponsored by a school district is not required to submit to a criminal background investigation.
6. Any person whose employment or status as a volunteer is subject to the requirements of this section may enter into service on a temporary basis pending receipt of results of the criminal background investigation. The District may, without liability, withdraw its offer of employment or terminate the temporary employment or status as a volunteer without notice if the report reveals a disqualifying record.
7. The criminal investigation required by this section with respect to a student teacher completing requirements for teacher certification shall be conducted by the District, and the District may rely upon the results of that investigation for employment of that person as an employee of the district. Results of a criminal background investigation conducted by another South Dakota public school district of a student teacher, hired by the District, may be relied upon by the District.
8. No person may be employed by the District, either directly or by contract, and no person employed by a contract provider and who would have direct student responsibilities may provide direct student services, if the person has been convicted of a crime of violence (murder, manslaughter, rape, aggravated assault, riot, robbery, burglary in the first degree, arson, kidnapping, felony sexual contact, felony child abuse, or any other felony in the commission of which the perpetrator used force, or was armed with a dangerous weapon, or used any explosive or destructive device), sex crimes (including but are not limited to, rape, felony sexual contact with a minor under sixteen, sexual contact with a

	<b>Huron School District #2-2</b>	Code: GCDB Criminal Background Checks
	Policies and Regulations	

person incapable of consenting, possessing, manufacturing, or distributing child pornography, and sexual exploitation of a minor), or distribution or trafficking in controlled substances or distribution of marijuana.

- a. The District may also refuse to employ a person who has been convicted of a crime involving moral turpitude. "Moral turpitude" is defined "an act done contrary to justice, honesty, principle, or good morals, as well as an act of baseness, vileness, or depravity in the private and social duties which a person owes to his fellow man or to society in general.
  - b. The District may consider any criminal conviction in making a hiring decision. The District has the sole and absolute discretion to determine whether the results of a criminal background investigation disqualify a person from employment within the District.
  - c. For purposes of this policy, the term conviction means a plea or verdict of guilty or a conviction following a plea of nolo contendere (no contest) in this state or any other state.
9. The District's employment application form shall inform applicants that if no SD statutorily disqualifying conviction is identified at the state level the fingerprints will be forwarded by the S.D. Division of Criminal Investigation to the Federal Bureau of Investigation for a national criminal history record check.
10. The application form shall also inform applicants that if the applicant believes the criminal background result is incorrect or incomplete in any respect and the applicant wishes changes, corrections or updating of the alleged deficiency, the applicant should make application directly to the agency which contributed the questioned information or direct the applicant's challenge as to the accuracy or completeness of any entry on the applicant's [record](#) to the FBI, Criminal Justice Information Services (CJIS) Division, ATTN: SCU, Mod. D-2, 1000 Custer Hollow Road, Clarksburg, WV 26306. **The time frame for correcting or completing is two calendar weeks. However, more time may be granted on a case-by-case basis.**
11. Should an applicant be disqualified from employment due to the results of a criminal background check, the District shall inform the applicant that the criminal background check results prohibit the District from employing the person. The District will not delay the employment hiring decision solely because the applicant seeks to correct his or her FBI criminal history record information (CHRI).
12. Before a person's conditional employment is terminated as a result of the person's CHRI, the District shall inform the person whose conditional employment is subject to termination that the criminal background report reveals a conviction which prohibits the District from employing the person, and inform the person of his or her right to appeal the accuracy or completeness of the CHRI to the SDDCI or FBI. Employees shall be afforded procedural due process consistent with their employment status (i.e., whether the person is an employee-at-will, a school-year employee, or a ten month or twelve month employee) should termination of conditional employment be a possibility following the District's receipt of the CHRI.



## Huron School District #2-2

### Policies and Regulations

Code: GCDB  
Criminal Background Checks


13. All employees and other persons required to submit to a criminal background check pursuant to this policy must notify the district in writing if they are convicted of any offense of domestic violence, child abuse, sex offense, drug (including marijuana) or any felony offense. This notification must be made as soon as possible, but no later than five business days after the event.
14. The District reserves the right to require any employee or volunteer to submit to additional criminal background checks at the district's expense. The district reserves the right to require any employee of an entity which provides the District with student services to submit to additional criminal background checks which shall be at the entity's or person's expense.
15. As required by state law, SDCL 13-10-15, if, as the result of a criminal conviction the school board suspends an employee without pay, or an employee resigns, or an employee is terminated, the superintendent shall within ten days of the date of the suspension or the date the employment is severed report the circumstances and the name of the employee to the S.D. Department of Education.

### Training

The District will ensure that all employees who have access to CHRI shall be trained by SDDCI on the rules and responsibilities for the confidentiality, receipt, use and dissemination of the CHRI.

### Confidentiality

1. Before requesting CHRI on any individual, the district will give the individual written notification that his or her fingerprints will be used to obtain the CHRI of the individual, and the district will provide the individual a copy of the statement "Noncriminal Justice Applicant's Privacy Rights." Exhibit GCDB-E(1).
2. Information received by the district pursuant to a criminal background check is confidential. Only authorized persons within the district may access, view or use CHRI. Authorized persons may not share or otherwise disclose information contained in CHRI to unauthorized persons unless explicitly allowed for in this procedure.
3. Unless otherwise allowed by law, the District will only use this information for the district's internal purposes in determining the suitability of an applicant, employee, or other worker on district property. The district will note in an employee's or applicant's personnel file that the background check was completed and if the person was disqualified by the CHRI for employment or assignment. The District will keep the CHRI in a separate file in a location that is only accessible to persons who need to know the information to carry out their responsibilities with the District.
4. Individuals that have access to CHRI will receive CJIS security training provided by SD DCI. Once the individual has completed the CJIS online training and has taken the test each individual will receive and acknowledge in writing the receipt of the following: (1) User Rules of Behavior

	<b>Huron School District #2-2</b>	Code: GCDB Criminal Background Checks
	Policies and Regulations	

Acknowledgement form, (2) CHRI Disciplinary Policy, and (3) Acknowledgment Statement of Misuse. The District will keep a copy of the signed documents in each individual's personnel file.

### **Access and Retention**

1. The District may print or electronically share records when necessary to determine whether the person is authorized to work for the district. In those situations, the physical or electronic copy will be destroyed immediately after the decision is made.
2. If the District runs a background check on employees of a contractor that does business with the district, the district will not provide the CHRI to the contractor. Instead, the district will provide a clearance letter notifying the contractor whether the employee is cleared to provide services in the district.
3. The District will not disseminate CHRI across state lines.
4. Upon request the district will provide a copy of the SDDCI CHRI to the person who is the subject of the background check. The SDDCI CHRI will only be released to the individual and not to relatives, spouses or friends. The District will note in the dissemination log that a copy was provided to the individual.
5. A copy of the FBI CHRI may be given to the person who is the subject of the criminal background check as long as they provide a valid picture identification.
6. The results of the background investigation done by the District shall be transferred to another South Dakota public school district if the other public school district, or current District employee, submits a written request to the District that the results be transferred to the other public school district. The District employee who was the subject of the criminal background investigation must sign a written release authorizing the transfer. The information will be sent by U.S. Mail or encrypted email.
7. The District will retain CHRI records during the period of the individual's employment or service to the District, and will retain for 5 years after the end of the employment or service.

### **Recordkeeping**

A Secondary Dissemination Log shall be maintained in which all authorized disseminations of FBI and State DCI criminal background check results are recorded. The following shall be recorded in the District's Secondary Dissemination Log:

1. name of District;
2. name of person subject to the criminal background check review;
3. date of birth of person subject to the criminal background check review;

	<b>Huron School District #2-2</b>	Code: GCDB Criminal Background Checks
	Policies and Regulations	

4. SD public school district requesting FBI and DCI criminal background check results and person/title requesting on behalf of the SD public school district;
5. written request signed by person subject to the criminal background check review for a copy of the SDDCI criminal background check results, attached to the Secondary Dissemination Log;
6. date of release of criminal background check results;
7. description of the record that was shared;
8. how the record was sent or received
9. person to whom criminal background check results were disseminated;
10. signature of District employee disseminating the criminal background check review pursuant to a valid request.

The Secondary Dissemination Log shall be maintained until the onsite audit is complete and the District receives from the SD Division of Criminal Investigation written notice of a successful Policy Compliance Review, unless the log is needed or required for other purposes.

### **Security**

The district will provide for the security of any CHRI received, including the appropriate administrative, technical and physical safeguards to provide for the security and confidentiality of the information. This includes, but is not limited to, the following:

1. The LASO shall maintain a list of school district authorized persons who have access to CHRI.
2. In those cases when the District has physical copies of CHRI, the District will restrict access to authorized persons only. Physical copies of CHRI, if any, will be maintained in a controlled, secure environment, such as a locked cabinet in a room that is free from public or unauthorized access. The room or the locked cabinet will include an "Authorized Personnel Only" sign.
3. The District will not routinely maintain electronic copies of CHRI; however, in the rare instance where the district has electronic copies of CHRI, the district will restrict access to authorized persons only. Electronic data will be protected with encryption as designated by the state or federal government or will only be accessible by individual password. Computers, printers and monitors used to access CHRI must be situated to prevent unauthorized viewing of the information. CHRI cannot be accessed using computers available to the general public or personal devices. CHRI will not be stored on a server that is unprotected or accessible by an unauthorized entity.
4. CHRI will not be relocated, transmitted or transported outside a secure location unless encrypted according to FBI standards or transported in a locked container or in folders where the information is



	<b>Huron School District #2-2</b>	Code: GCDB Criminal Background Checks
	Policies and Regulations	

not visible to the public. A log must be kept if electronic information systems, such as a laptop, flash drive or CD with CHRI information on it, leaves a secured area.

5. The District will dispose of records securely. Physical records will be cross-shredded or incinerated. If the district contracts out for record destruction, the destruction must be supervised. The District shall notify SDDCI of the entity with whom the District contracts for records destruction and must receive SDDCI approval to use the contractor for purposes of disposing of CHRI. Electronic records will be deleted and overwritten as required by the SDDCI or FBI.
6. The District will not provide auditors access to CHRI unless the auditor is authorized by the SDDCI or the FBI.

**Security Incident Response Plan**

All District employees will immediately report to the LASO information security incidents such as the theft or loss of physical records or the hacking or failure of electronic systems or suspicions that an incident has or will take place. The LASO will document receipt of all reports, investigate incidents and report incidents to SDDCI. LASO documentation will include (1) date of security incident, (2) location of security incident, (3) systems affected, (4) method of detection, (5) nature of security incident, (6) description of security incident, (7) actions taken/resolution, (8) current date, and (9) contact information for LASO.

**Consequences**

Employees who fail to keep background check results confidential or fail to follow this policy or any laws or rules regarding the access, receipt, use or dissemination of CHRI as required by law will be subject to disciplinary action up to and including termination. Unauthorized requests, receipts, release, interception, dissemination or discussion of CHRI may also result in criminal prosecution.

JFCJ


## WEAPONS IN THE SCHOOL

Schools must be an example of what is taught regarding the observance of and respect for law. Schools also must be highly conscious of the health, safety, and welfare of students, staff, and the public.

Board policy forbids the bringing of weapons to school or school-sponsored activities. Parents will be informed when weapons are taken from pupils. Confiscation of weapons may be reported to the police. The intent of the actions of the student will be considered in any report to the police. Appropriate disciplinary and/or legal action shall be pursued by the building principal.

A weapon is defined as any firearm, knife, device, instrument, material, or substance, whether animate or inanimate, which is calculated, designed, or capable of threatening bodily harm or inflicting death.

No firearms are permitted on any school premises, school vehicle, or any vehicle used for school purposes, in any school building, or other building or premises used for school functions. Exceptions would be weapons under the control of law enforcement personnel, starting guns while in use at athletic events, firearms, or air guns at the firing ranges, gun shows, supervised school training sessions for the use of firearms, or when a National Guard Armory is being used for school activities.

	<b>Huron School District #2-2</b>	Section: AF <b>DANGEROUS WEAPONS IN                  THE SCHOOL</b>
	Policies and Regulations	

## Dangerous Weapons in the School

School districts should be an example of what is required regarding observance and respect for law in society at large. Schools also must be highly conscious of the health, safety, and welfare of students, staff, and the public.

Various state and federal laws as well as board policy forbids the bringing of dangerous or illegal weapons to school or school sponsored activities. Notwithstanding SDCL 13-32-7, it is the policy of the District not to allow individuals with enhanced conceal carry permits to have firearms on school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions. Under state law, a school district may not keep or cause to be kept any list, record, or registry of holders of permits to carry a concealed firearm. (SDCL 23-7-8.6) Due to the safety of the students, staff, and visitors, a record of who has been granted permission to possess a firearm on school grounds is necessary. It is not practical for the District to allow possession of firearms by enhanced conceal carry permit holders while still providing for safety of students, because the District cannot collect any request and verify or keep on record those individuals proven to the District to have a valid enhanced conceal carry permit. Under SDCL 13-32-7, the District has the discretion to grant permission for certain individuals to have a firearm, but in the event the District allows it, the law requires such permission to be in writing. But because state law prohibits the District from keeping any written record regarding a concealed carry permit holder, giving written permission and keeping any documentation related to such process makes the District in violation of SDCL 23-7-8.6. Therefore, the District will not grant permission for enhanced conceal carry permit holders to possess firearms.

~~Any weapon taken from a student shall be reported to the student's parents. Confiscation of weapons will be reported to law enforcement. Appropriate disciplinary action shall be pursued by the building principal or superintendent.~~

A dangerous weapon is defined as any firearm, stun gun, or air-gun, knife or device, instrument, material or substance, whether animate or inanimate, which is calculated or designed to inflict death or serious bodily harm, or by the manner in which it is used is likely to inflict death or serious bodily harm.

For the purpose of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for a weapon, or any explosive, including any poison gas.



## Huron School District #2-2

### Policies and Regulations

### Section: AF DANGEROUS WEAPONS IN THE SCHOOL

No firearms are permitted on any school premises, school vehicle or any vehicle used for school purposes, in any school building or other building or premises used for school functions, except for:

1. Firearms under the control of law enforcement personnel.
2. Starting guns while in use at athletic events.
3. Firearms or air-guns at firing ranges, gun shows, or authorized supervised school training sessions for the use of firearms.
4. The ceremonial presence of unloaded weapons at color guard ceremonies.

Any employee violating this policy will be disciplined consistent with district policy, state law, and any applicable negotiated agreement. Any visitor violating this policy may be banned from future entrance onto District property. In addition, violations shall be reported to local law enforcement authorities.

*Any student who carries, possesses, stores, keeps, leaves, places, or puts into the possession of another person, any dangerous weapon as defined herein, except as provided by law, will be disciplined consistent with district policy and state law.*

~~Any student bringing a firearm to school, except as provided by law, shall be expelled for not less than twelve months and will be referred to law enforcement authorities.~~ *Any student who carries, possesses, stores, keeps, leaves, places, or puts into the possession of another person, a firearm as described herein, except as provided by law, shall be expelled for not less than 12 months and will be referred to law enforcement authorities.* The Superintendent shall have the authority to recommend to the school board that this expulsion requirement be modified on a case-by-case basis. This policy shall be implemented in a manner consistent with IDEA and Section 504.



## 2025 ASBSD Legislative Resolutions (DRAFT)

### Overview

---

ASBSD Resolutions are policy statements adopted by the ASBSD membership that guide your Association's advocacy efforts at the state and federal levels. A subcommittee of the ASBSD Board of Directors – called the ASBSD Policy and Resolutions Committee – develops draft policy statements for consideration by the full membership at the ASBSD Delegate Assembly.

### A. Achievement and Equity

---

#### 1. STATE FUNDED PRESCHOOL

##### RESOLUTION

ASBSD supports state funding of public voluntary preschool education programs so long as it does not jeopardize or repurpose current funding of public K-12 education.

##### RATIONALE

State funding for voluntary pre-school programs, consistent with the SD Early Learning Guidelines, would be a welcome addition to the public K-12 funding model. However, that funding would need to be a supplement to the current funding model, not utilized to supplant it, in any way. Any adjustment to the current funding model, which did not add new money to the model, would jeopardize academic opportunities currently in place in public school districts.

ADOPTED: 2017

REVISED: 2019

#### 2. COMPULSORY SCHOOL ATTENDANCE (AMENDMENT PROPOSED)

##### RESOLUTION

ASBSD supports compulsory school attendance to age 18 or until a student graduates or earns their GED. ~~ASBSD also understands to accomplish this goal cooperative funding and support for at-risk youth must be provided to the districts.~~

##### RATIONALE

In today's global economy, every South Dakota student deserves the lasting benefits of a high school diploma. Maintaining compulsory attendance age until 18 will make public school policy mirror BIE policy, minimizing the potential for students to transfer to public school in order to drop-out of high school. ASBSD also understands to accomplish this goal cooperative funding and support for at-risk youth must be provided to the districts.

ADOPTED: 2008

REVISED: 2024

*Moved second sentence in the resolution to the rationale.*

## **A. Achievement and Equity**

---

### **3. SOUTH DAKOTA ACADEMIC CONTENT STANDARDS, GRADUATION REQUIREMENTS AND STATE ASSESSMENT EXAMS (DELETION PROPOSED)**

#### RESOLUTION

~~ASBSD supports South Dakota academic content standards, graduation requirements and state assessment exams assuming sufficient financial resources and professional development opportunities are available to public schools and staff members to ensure all students can achieve the benchmarks set for each segment.~~

#### RATIONALE

~~South Dakota academic content standards and graduation requirements serve as expectations for what students should know and be able to do by the end of each grade level and upon graduation. The review, revision, development, and feedback process involves stakeholders throughout the state of South Dakota and is an ongoing and critical component to ensure South Dakota students in every classroom receive current and relevant learning experiences. The goal is that all students continue their education, ultimately becoming career and life ready.~~

~~ADOPTED: 2010~~

~~REVISED: 2024~~

*Incorporated into Standing Position: State Requirements and Oversight. The resolution now lends itself to a more general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*

### **4. CURRICULUM ADOPTION (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD supports the authority ~~within current state statute~~ of the local school board to implement curriculum ~~within the content standards that is~~ best suited for their local school district within the content standards adopted and implemented by the State Board of Education without ~~additional~~ statutory intrusion ~~that dictates what each board must adhere to.~~

#### RATIONALE

Local school boards across the state are best suited to make decisions regarding what curriculum is best for their K-12 students. New laws dictating curriculum in the public schools of South Dakota would be a hinderance to the state and local boards, who are the knowledgeable decision makers in these areas, and potentially limit the education of students.

ADOPTED: 2021

REVISED: 2024

*Proposed amendment strengthens the support of the local control of school boards to make the decisions that best fit their district related to curriculum within the adopted content standards and without the need for state law to establish curriculum mandates.*

## **A. Achievement and Equity**

---

### **~~5. CONTENT STANDARDS INTERVENTION (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD opposes legislative intervention to halt or repeal content standards approved by the State Board of Education Standards.~~

#### RATIONALE

~~The process for adopting new and updated content standards is in place and legislative intervention in the process could result in unintended consequences for our schools in the future; and erodes local control.~~

~~ADOPTED: 2024~~

*Incorporated into Standing Position: State Requirements and Oversight. The resolution now lends itself to a more general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*

### **~~6. STATE BOARD OF EDUCATION STANDARDS MEMBERSHIP AND APPOINTMENT (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD opposes change to state statute defining the membership composition and appointment process of the South Dakota Board of Education Standards.~~

#### RATIONALE

~~ASBSD encourages the inclusion of multiple K-12 educators or those with a background in K-12 education to serve on the South Dakota State Board of Education Standards, but does not want qualifying parameters for membership put in statute. We encourage the Governor to strongly consider the purpose of the board when making appointments and for the Senate Education committee and Senate body as a whole to thoroughly review any proposed appointments before voting to confirm the individual. Adjusting the Governor's appointment or Senate confirmation process may compromise the integrity of the board and its membership in the future.~~

~~ADOPTED: 2024~~

*Incorporated into Standing Position: State Requirements and Oversight. The resolution now lends itself to a more general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics*

## **B. Local Governance**

---

### **1. STUDENTS RECEIVING ALTERNATIVE INSTRUCTION (HOMESCHOOL) FOLLOWING LOCAL SCHOOL DISTRICT POLICIES AND RULES**

#### RESOLUTION

ASBSD supports all local school district eligibility requirements, policies and rules related to student participation in extracurricular, co-curricular and all other school sponsored activities be obeyed by alternative instruction (homeschool) students planning to participate.

#### RATIONALE

The statute does require an alternative instruction (homeschool) student participating in public school district activities be held to the same local training rules. ASBSD believes all students, regardless of path of education, participating in an activity be held to the same standard and follow all protocols.

ADOPTED: 2008

REVISED: 2022

### **~~2. SCHOOL FINANCES (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD supports local governance in the management of district funds.~~

#### RATIONALE

~~Control of school finances should rest with the local public school board within the district.~~

ADOPTED: 2009

REVISED: 2024

*Incorporated in Standing Position: School Finance. The Resolution fits into the Standing Position because they express similar sentiments.*

### **~~3. CHARTER SCHOOLS OR OTHER SCHOOL SYSTEMS (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD opposes legislation that creates charter schools or a similar school system that would require the use of any state or federal funds in order to operate.~~

#### RATIONALE

~~Any legislation that has the potential to introduce charter schools or similar school systems and could take funding from public schools, receive waivers from state standards of accreditation and teacher certification, be selective in the students who may enroll, and be detrimental to local public school districts, should be opposed.~~

ADOPTED: 2012

REVISED: 2024

*Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.*



## **B. Local Governance**

---

### **4. PUBLIC FUNDING FOR NON-PUBLIC EDUCATION (DELETION PROPOSED)**

#### RESOLUTION

ASBSD opposes any law, savings account, subsidies or voucher program that diverts taxpayer public dollars to fund non-public student education.

#### RATIONALE

Legislation that diverts or subsidizes taxpayer public dollars to non-public education would be detrimental to publicly educated students, and utilizes funding that is not accountable to taxpayers.

ADOPTED: 2015

REVISED: 2024

*Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.*

### **5. PRIVATE SCHOOL SCHOLARSHIP PROGRAM (DELETION PROPOSED)**

#### RESOLUTION

ASBSD opposes state law allowing tax credits from the insurance company premium and annuity tax or any other private entity to fund a private school scholarship program and permits contributions to remain anonymous.

#### RATIONALE

The state law allowing the diversion of public dollars to non-public schools is detrimental to the public education system and, in the opinion of ASBSD, is unconstitutional. In addition, the scholarship program is based on an antiquated school funding system and may result in the program no longer remaining fiscally neutral for the state. Permitting contributions to remain anonymous places their special interests above their tax obligation to the state and undermines transparency established in other state laws. ASBSD supports amending SDCL 13-65 to require contributions to the scholarship fund to become public information. ASBSD also supports amending SDCL 13-65 to require any school receiving funds under SDCL 13-65 to follow all state requirements that public schools follow, including (but not limited to) accepting students under the State's Open Enrollment statutes and requiring the school to continue educating all accepted students until tuition/scholarship dollars are no longer paid or the student is expelled pursuant to State law.

ADOPTED: 2016

REVISED: 2024

*Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.*

## **B. Local Governance**

---

### **6. SCHOOL DISTRICT IDENTIFICATION SYMBOLS and EVENTS**

#### RESOLUTION

ASBSD supports the local control by public school boards, and encourages them to seek input from community stakeholders on matters that involve symbols and events they believe uniquely identify their school.

#### RATIONALE

Public school districts are sensitive to the representation and depiction of all people through the use of mascots, nicknames, logos or other symbols and school events. Public school boards are open to discussion with local Native American tribes, community organizations and members on the utilization of these symbols and maintain their local control to make determinations on usage based on these discussions and what is best for the district, as a whole.

ADOPTED: 2016

REVISED: 2020

### **7. DECISION-MAKING AUTHORITY REGARDING TRANSGENDER LEGISLATION**

#### RESOLUTION

ASBSD supports the judgment, integrity and local control of public school boards and school districts to act in the best interest of all their students, school and community and show respect for all students, staff and other individuals, when making decisions on transgender matters that impact their local policies, facilities and other school procedures.

#### RATIONALE

Local public school boards and districts have been met with these matters previously and have prudently reached a decision that works best for all parties involved.

ADOPTED: 2016

REVISED: 2023

### **8. LEGAL AND FINANCIAL PROTECTION FOR COMPLIANCE WITH STATE LAW**

#### RESOLUTION

ASBSD supports provisions in law that would require the South Dakota Attorney General's office to represent a public school district, should it face a lawsuit while complying with the state law, and indemnify the public school district for any financial liability incurred by the district rising out of the lawsuit.

#### RATIONALE

Public school districts respect the letter of the law and implement statutory requirements enacted by the legislature. Should a district face litigation for complying with state law, ASBSD believes a legal and financial partnership with the State of South Dakota is necessary. There is precedent in law related to this request as SDCL 13-67-5, 13-34-25 and 13-24-24 states the attorney general would represent a school district at no cost should it be sued for complying with state statute related to use of textbooks or the display of the national motto and we believe this right should be extended to all laws requiring school district compliance with state law.

ADOPTED: 2016

REVISED: 2023

## **B. Local Governance**

---

### **9. BEHAVIORAL and MENTAL HEALTH RESOURCES (DELETION PROPOSED)**

#### RESOLUTION

~~ASBSD supports additional State and Federal resources and funding for schools to support the behavioral and mental health of students and personnel in K-12 public schools.~~

#### RATIONALE

~~Public schools are experiencing a growing need for support in mental health resources including, behavior specialists and social workers, which most schools cannot afford. An increasing number of students and personnel with behavior and mental health issues have taxed the resources available in schools. Learning and instruction are disrupted and hindered if a student or staff member's behavioral or mental health problems are not addressed. Support from state and federal funds is essential to providing the resources needed.~~

~~ADOPTED: 2018~~

~~REVISED: 2024~~

~~*Incorporated into Standing Position: Health & Wellness. The resolution lends itself to a general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*~~

### **10. SAFE SCHOOLS RESOURCES (DELETION PROPOSED)**

#### RESOLUTION

~~ASBSD supports additional State, Federal, and local resources and funding for schools to create a safe learning environment for all students in K-12 public school, so long as the resources and funding are not accompanied by a mandate that bypasses the local control decision making of a school board.~~

#### RATIONALE

~~School safety plans are continuously evolving and essential to ensuring a safe environment, thus additional resources are needed to:~~

- ~~a. Dedicate more resources to community efforts to "wrap services around" students. This starts at the district and school building level with programs that nurture students' social and emotional needs and growth. Through this support, communities can implement threat assessment and help students in need of intervention;~~
- ~~b. Provide sustained and flexible funding for comprehensive school safety planning and implementation. School boards may consider building improvements and school climate programs to enhance safety which can require capital outlay funds;~~
- ~~c. Fund more collaborative projects between schools and local law enforcement. ASBSD believes the best option to ensure school safety is through partnership with local law enforcement agencies, specifically in the form of school resource officers being in schools.~~

~~ADOPTED: 2018~~

~~REVISED: 2024~~

~~*Incorporated in the Standing Position: Safe and Secure Schools. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*~~

## **B. Local Governance**

---

### **11. SCHOOL BOARD AND SCHOOL BOND ELECTIONS**

#### RESOLUTION

ASBSD opposes any legislative mandate which would require public school district annual school board elections, or special elections, or both, be held on any date other than what is determined by the local school board.

#### RATIONALE

It is important for locally elected school boards to be able to decide, within the parameters of state statute, the date they will hold their school board and school bond elections, in order to maintain the non-partisan nature of these elections. School bond elections should also be left to local control of the school board so the district can meet construction project timelines and favorable interest rates, should the bond be passed by the local voters. Since 1939 the locally elected school board has had the statutory authority to set the date of the annual school election and since 1981 the locally elected school board has had the statutory authority to choose to hold a general school district election in conjunction with a regular municipal election. School elections are a local decision and should remain as such.

ADOPTED: 2020

REVISED: 2022

### **12. SCHOOL ADMISSION IMMUNIZATION EXEMPTION AND REQUIREMENTS (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD opposes the repeal of immunization requirements or expansion of the immunization exemptions for students for public school admission beyond what is currently permitted in state law.

#### RATIONALE

The current immunization requirements and exemptions for students for school admission in school law provide sufficient personal rights and protection to families and students who fall within those criteria, as well as a safe environment for fellow students and school staff. Expansion or repeal of these exemptions would endanger the health of students and staff and the safe environment provided within the school.

ADOPTED: 2021

REVISED: 2024

*The proposed amendment to the resolution focuses on opposition to any repeal to immunization requirements or exemptions in state law.*

## **B. Local Governance**

---

### **~~13. SCHOOL BOARD POLICY REFERRAL (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD opposes legislation permitting the referral of local school board policy.~~

#### RATIONALE

~~Local school boards diligently develop and review school board policies, in an open forum with input available from the public during the process, that best fit their district and ensure compliance with state and federal law while also providing the best possible environment for student learning and safety and structure for the many processes that go into operating a school district. Legislation permitting the referral of local school board policy would hinder a school board's right to govern.~~

~~ADOPTED: 2022~~

~~REVISED: 2024~~

*Portions of this resolution have been combined with additional ideas from B20. School Board Policy Language in State Law, as well as new concepts and put into new resolution B21. School Board Policy. This resolution's premise is in the new proposal.*

### **~~14. SUPPORT FOR THE SOUTH DAKOTA SCHOOL SAFETY PROGRAM (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD supports the South Dakota School Safety Program, which provides many resources and training opportunities schools can use to keep students and staff safe.~~

#### RATIONALE

~~Because school safety is always a priority, the creation of the South Dakota School Safety Program through the Department of Public Safety and Homeland Security offers school districts more resources to keep students and staff safe with their capability to provide resources and training for schools, along with the creation of a school safety tip line to inform administrators and law enforcement about potential harm.~~

~~ADOPTED: 2022~~

~~REVISED: 2024~~

*Incorporated in the Standing Position: Safe and Secure Schools. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*

### **15. BOARD MEMBER RECALL PROCESS**

#### RESOLUTION

ASBSD opposes legislation implementing a recall process for school board members.

#### RATIONALE

State law (SDCL 3-17) currently contains a process for the removal of a school board member for multiple reasons making the implementation of a recall process unnecessary.

ADOPTED: 2023

## **B. Local Governance**

---

### **16. LOCAL CONTROL OF FACILITIES AND ACTIVITIES**

#### RESOLUTION

ASBSD supports the decision-making ability of local school boards to determine, based on state law and/or their local school board policies, the appropriate use of their facilities and the activities sponsored by the district.

#### RATIONALE

Local school boards are best equipped to determine the best use of their facilities, as well as the activities the district chooses to sponsor, in accordance with state law and/or their local school board policies.

ADOPTED: 2023

### **17. PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES**

#### RESOLUTION

ASBSD supports the engagement of parents and guardians in education and encourages collaboration between parents or guardians and schools with the goal of supporting student learning, growth and development, so long as it doesn't limit the authority of the local school board or abridge or intrude upon the educational process.

#### RATIONALE

Parents/guardians have a fundamental right to oversee the care, custody and control of their children. Educators, administrators and school boards want parents and guardians to be invested and involved in their child's education. Schools welcome their input and influence on their child's intellectual development with the understanding between the two parties that an open dialogue be maintained in accordance with school board policy regarding the classroom and its materials, instead of actions that disrupt student learning. Parents have a responsibility to present concerns in a matter that aligns with established board policy and models respectful discourse for all students involved.

ADOPTED: 2023

### **18. SCHOOL, INSTRUCTIONAL AND LIBRARY MATERIALS REVIEW (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD supports adherence to local school board policies for review of school, instructional and library materials for both school district employees and the public.

#### RATIONALE

Locally elected school board members adopt school board policies that best fit their school district. Policies governing review of school, instructional and library materials have been thoroughly vetted by the school board and administration and are best suited for the review process in the district. These policies should be regularly reviewed by the school board and district's administration to ensure they meet the needs of the district.

ADOPTED: 2023

REVISED: 2024

*Added instructional to the resolution so it matches the title.*

## **B. Local Governance**

---

### **19. NONPARTISAN SCHOOL BOARD ELECTIONS**

#### RESOLUTION

ASBSD supports the provision in state statute (SDCL 13-7-13) maintaining the nonpartisanship of public school board elections.

#### RATIONALE

The purpose of South Dakota's public school system is to educate children. Education to students is provided in an unbiased and nonpartisan manner for the best possible learning environment to be achieved and successful outcomes to be attained. Locally elected leaders of public schools within the state's public education system must remain unbiased and nonpartisan when making decisions in the best interest of students and school systems. Therefore, local public school board elections should maintain their nonpartisan status, allowing local voters to focus on the individual candidate running and not their political party affiliation.

ADOPTED: 2023

### **~~20. SCHOOL BOARD POLICY LANGUAGE IN STATE LAW (DELETION PROPOSED)~~**

#### ~~RESOLUTION~~

~~ASBSD opposes legislation requiring specific language school boards must implement in their local policies.~~

#### ~~RATIONALE~~

~~Local school boards thoroughly develop school board policies that best fit the needs of their students and staff and represent the interests of the local community, which elected them, and implement the policies through a rigorous process. Legislation seeking to codify one-size fits all language for a school board policy bypasses the policy development process and erodes the community connection and local control of a school board.~~

~~ADOPTED: 2023~~

*Portions of this resolution have been combined with additional ideas from B13. School Board Policy as well as new concepts and put into new resolution B21. School Board Policy.*

### **21. SCHOOL BOARD POLICY (ADOPTION PROPOSED)**

#### RESOLUTION

ASBSD supports the local control of school boards in creating, reviewing, adopting, implementing and maintaining their school board policies.

#### RATIONALE

Local school boards thoroughly develop school board policies that best fit the needs of their students and staff and represent the interests of the local community, which elected them, and implement the policies through a rigorous process. School boards complete the policy process in an open forum with input available from the public throughout the policy adoption proceedings. Finally, school boards are well aware of educational and societal issues that affect their district and develop school board policies promptly to address these matters. A mandate removing the local control of school boards in the policy process would hinder its right to govern.

ADOPTED: 2024

*Encompasses the thoughts of B13. School Board Policy Referral & B20. School Board Policy Language in State Law while also focusing on the local control of school boards on their policies and process.*

## **B. Local Governance**

---

### **22. MANDATES ON DISPLAYS IN SCHOOL BUILDINGS (ADOPTION PROPOSED)**

#### RESOLUTION

ASBSD opposes mandate requiring or limiting displays in any area of public school buildings beyond what is currently required in state statute.

#### RATIONALE

Beyond what is currently required in state law, mandates that require or limit displays, in any manner, are unnecessary. Local school leaders can decide what should or should not be displayed in common areas in school buildings and classrooms. Local school boards have the authority to implement policies managing displays in their buildings and are trusted to do so by their communities. Further laws diminishing this power are an erosion of local control.

#### ADOPTED: 2024

*Should legislation requiring certain displays in classrooms be introduced in upcoming session this resolution provides ASBSD with the cover to oppose a mandate of this nature.*



## **C. School Finance**

---

### **1. CONSISTENT SPARSITY FUNDING (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD supports consistent ~~district-level~~ funding provided by the state for sparse public school districts as defined in SDCL 13-13-78.

#### RATIONALE

The state's sparse funding has provided much needed resources to the state's smallest and most rural schools. However, since the funding has been instituted, the amount of funding delivered to districts has declined and has been threatened for repeal. Given that sparsity funding amounts to more than 10 percent of the operating budget in some rural districts, the state's smallest most geographically isolated districts deserve consistent state supplemental funding.

ADOPTED: 2009

REVISED: 2014

*Removes district level from the resolution to center the focus on the funding portion of it.*

### **2. SCHOOL FUNDING – ~~TWO-YEAR ENROLLMENT AVERAGING~~ (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD supports ~~reinstating two-year~~ the implementation of enrollment averaging or current enrollment, whichever is larger, in place of the singular use of the fall enrollment count for the state aid formula calculation.

#### RATIONALE

The provision in the state aid formula that allowed for two-year averaging of school district enrollment was eliminated in 2016, but. ~~With~~ year to year fluctuations in student enrollment, public schools ~~depend on~~ two-year would benefit from enrollment averaging to provide stability in their budgeting process.

ADOPTED: 2016

REVISED: 2024

*The amendment to the resolution expands our support of any implementation of enrollment averaging being reintroduced in the funding formula.*

### **3. CAPITAL OUTLAY ADJUSTMENTS**

#### RESOLUTION

ASBSD supports legislation amending Capital Outlay fund caps in SDCL 13-16-7.2 to allow a school district flexibility within the levy.

#### RATIONALE

Since the implementation of the Capital Outlay growth caps, schools have experienced growing pressure on the Capital Outlay fund. Inflation has led to rising costs and resulted in schools having to postpone projects due to the inability to raise the needed funds because of the caps imposed on the Capital Outlay levy. Legislation amending the caps and providing more flexibility to districts would benefit fiscally responsible building projects.

ADOPTED: 2018

REVISED: 2023

## **C. School Finance**

---

### **4. GENERAL OBLIGATION BOND ELECTION**

#### RESOLUTION

ASBSD supports legislation allowing a school bond to be approved by a simple majority vote.

#### RATIONALE

With the growth caps placed on Capital Outlay, schools are finding it increasingly difficult to fund major Capital Outlay projects, such as facility construction. School districts need the ability to pass bonds on local construction whereby a majority vote of the electorate is enough for it to pass. Under current law SDCL 7-24-2 county bonds only require a simple majority, while school related bonding requires a 60 percent vote to pass. Thus, the change would be consistent with another government subdivision requirement.

ADOPTED: 2018

### **5. PROPERTY TAX EXEMPTION FOR HOME SCHOOL INSTRUCTION (DELETION PROPOSED)**

#### RESOLUTION

~~ASBSD opposes legislation exempting parents or guardians who provide home school instruction from property taxes.~~

#### RATIONALE

~~Exempting specific taxpayers from the need to pay for public education defeats the purpose of taxation of the general public to provide the constitutionally mandated support for public schools. Parents and guardians utilizing home school instruction have made a choice when it comes to exempting out of the public school system and that choice should be respected, however, forgiving their tax obligation to fund public education is a dangerous precedent that would lead to any government service being provided on a use basis. Government cannot function in that model.~~

ADOPTED: 2018

REVISED: 2021

*Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.*

## C. School Finance

---

### 6. INCREASING STATE AID (AMENDMENT PROPOSED)

#### RESOLUTION

ASBSD supports an annual increase to State Aid without a growth cap, but rather a focus on public school districts receiving the maximum amount of state budget dollars available. ~~The Governor and the Legislature have a constitutional obligation to maintain a state education funding system that provides for public schools to deliver a high-quality education and competitively compensate district employees. To accomplish that, an annual increase in state aid must be provided without a percentage limit.~~

#### RATIONALE

The Governor and the Legislature have a constitutional obligation to maintain a state education funding system that provides for public schools to deliver a high-quality education and competitively compensate district employees. To accomplish that, an annual increase in state aid must be provided without a percentage limit.

Appropriating funds for public schools is a constitutional requirement of South Dakota under Article 8, section 1, and must be a state budget priority. State Aid is critical to schools in order for them to maintain a consistent revenue source and without it, schools would not be able to withstand the inflationary increases of salaries, and operational expenses of schools and thus not meet the standard of education expected. In addition, schools are required by state law to meet accountability rules to maintain teacher salaries. Without State Aid schools could not meet those state mandated requirements.

Schools need State Aid and the Legislature needs to fund it annually with maximum amount of dollars available. School districts must be appropriated the maximum amount of dollars available to pay for the growing needs within school districts to:

- a. provide the best quality education for each student;
- b. provide salary increases to teachers, as well as maintain salaries for all personnel, and remain competitive in regional teacher salaries to attract and retain our best teachers;
- c. meet inflationary increases in the operation of the schools;
- d. maintain safety and health related services;
- e. provide current technology and instructional materials.

ADOPTED: 2018

REVISED: 2024

*Moved second and third sentence in the resolution to the rationale and minor updates in language were also made.*

## **C. School Finance**

---

### **7. ACCOUNTABILITY WAIVERS (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD supports the waiver process option for school districts to seek relief from accountability requirements, including, but not limited to, meeting the target average teacher compensation, minimum teacher salary and the general fund reserve cash caps. In a fiscal year where school districts are not provided the statutorily required increase in state aid, waivers from accountability requirements should be considered.

#### RATIONALE

There must be a balance between accountability and flexibility regarding funds for enhancing teacher salaries and general fund cash reserves. Each school district faces unique challenges and situations and the waiver process is an important component in guaranteeing flexible options for schools to meet the teacher salary targets and general fund cash reserve caps.

ADOPTED: 2018

REVISED: 2024

*Changes target to average teacher compensation to match state law and adds the minimum teacher salary accountability, which will become an accountability in 2026-27.*

### **8. PROTECTING SCHOOL DISTRICT VALUATIONS (AMENDMENT PROPOSED)**

#### RESOLUTION

ASBSD opposes legislation that would reduce or cap any property valuations without the inclusion of a hold harmless clause for school districts.

#### RATIONALE

ASBSD believes protecting property valuations to support school funding must be a priority in South Dakota. Any legislation that significantly reduces or implements a cap on property valuations without a hold harmless for schools would have a drastic negative effect on school finance.

ADOPTED: 2019

REVISED: 2024

*Adds a provision to oppose putting a cap on property taxes, which was introduced in legislation during the previous session.*

## **C. School Finance**

---

### **~~9. IMPLEMENTATION OF TEACHER SALARY ACCOUNTABILITY TARGETS (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD supports the implementation of teacher salary accountability targets only if new, ongoing funding, beyond the annual increase in state aid that schools receive, is provided.~~

#### RATIONALE

~~Public school boards support increasing teacher salaries in order to recruit and retain the quality staff members charged with educating our students on a day-to-day basis. To increase those salaries, school districts need a new, ongoing funding source, beyond what is provided in state aid, which is used cover not only teacher salaries, but also administrator and other staff wages and a variety of other costs within their budgets. Should teacher salary accountability targets exceeding what districts receive in state aid be set, school boards will be unable to meet those targets or be forced into budget cuts in order to reach them. An additional, on-going funding commitment would need to be made in order for teacher salary targets to be met.~~

~~ADOPTED: 2021~~

~~REVISED: 2024~~

~~*The recent addition & change to teacher pay accountabilities changes our need to support any new accountabilities.*~~

### **~~10. FUNDING FOR SCHOOL SAFETY PROGRAMS (DELETION PROPOSED)~~**

#### RESOLUTION

~~ASBSD supports funding for schools to implement or add school safety measures, which may include school resource officers, physical security improvements, or related student supports.~~

#### RATIONALE

~~The safety of students and staff is of the utmost importance to school districts. School Safety funding provided to schools for a school resource officers, physical security improvements, or related student supports would enhance the safety of the school environment as an additional resource to the safety policies, procedures and plans already in place.~~

~~ADOPTED: 2022~~

~~REVISED: 2024~~

~~*Incorporated in the Standing Position: Safe and Secure Schools. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*~~

## **C. School Finance**

---

### **11. FUNDING FOR CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

#### RESOLUTION

ASBSD supports new funding for public schools for Career and Technical Education (CTE) options and opportunities within their district, and for collaborated efforts with neighboring districts.

#### RATIONALE

South Dakota has a need to create an expanded and educated workforce. As education needs of students change, we need to adapt and change to create educational opportunities, which will offer resources that help guide students down pathways of success, not just in education, but for success in their future career goals. An expansion and creation of CTE options could provide partnership opportunities for neighboring school districts that could offer expanded educational opportunities. ASBSD supports the state creating grant opportunities for districts, which could be applied for by local districts to create and expand CTE centers by matching those grant funds with local funds.

ADOPTED: 2022

### **~~C12. STATE-FUNDED UNDERGRADUATE EDUCATION SCHOLARSHIP PROGRAM (DELETION PROPOSED)~~**

#### ~~RESOLUTION~~

~~ASBSD supports a state-funded program for an undergraduate scholarship for education majors in each K-12 education certification area who enroll in South Dakota Board of Regent Universities.~~

#### ~~RATIONALE~~

~~There is an insufficient number of undergraduate education majors enrolled in South Dakota Board of Regent Universities to meet the staffing needs of K-12 schools in South Dakota. Notably, in fiscal years 2018-2021, there were only 44 graduates of science education programs from these universities, which is less than twenty-five percent of the number of science teachers needed in South Dakota during that time.~~

~~To combat the teacher shortage in South Dakota public schools, a state-funded scholarship program providing 100 percent of tuition and fees for undergraduate scholarships to education majors in each certification area who enroll in South Dakota BOR Universities that are equal to the number of alternative certification approvals plus the number of K-12 public school educators holding an international exchange teacher permit, should be established and distributed.~~

~~ADOPTED: 2023~~

~~REVISED: 2024~~

*Incorporated in Standing Position: Investment in Education. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*

## **C. School Finance**

---

### **C13. STATE-FUNDED TEACH FOR SOUTH DAKOTA ACADEMY (DELETION PROPOSED)**

#### RESOLUTION

~~ASBSD supports the creation of a state-funded Teach for South Dakota Academy, as well as a stipend program, for public school teachers holding a preliminary alternative certification or an alternative certification to assist in their completion of requirements for full certification.~~

#### RATIONALE

~~Expecting a teacher to take classes to become certified while simultaneously transitioning to a new teaching career is unreasonable and the creation of the Teach for South Dakota Academy, which would take place during the summer and be provided at no cost to public school teachers attending, will benefit their progress in obtaining full certification.~~

~~Providing a transitional stipend may attract those considering a career change into education by reducing financial barriers to career changes. Moreover, providing pedagogical training and fundamentals of teaching experiences will produce better, more productive, and more confident teachers.~~

ADOPTED: 2023

REVISED: 2024

*Incorporated in Standing Position: Investment in Education. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*

### **14. TRANSFERS FROM CAPITAL OUTLAY TO GENERAL FUND (ADOPTION PROPOSED)**

#### RESOLUTION

ASBSD supports the increase of the percentage amount a school district can transfer from its capital outlay fund to its general fund.

#### RATIONALE

With the change in teacher pay accountabilities public school districts will need to explore different funding options to ensure they meet what's required in state law. Increasing the percentage amount a school district can transfer from its capital outlay fund to its general fund presents a different option to public school districts to utilize in their general fund to meet the teacher pay accountabilities without having to raise taxes through an opt-out, which would put increased property tax pressure on constituents. Providing this additional funding option benefits the public school districts and, most importantly, their local taxpayers.

ADOPTED: 2024

*Increasing the transfer amount from Capital Outlay to the general fund provides school districts to meet the accountabilities required of them without raising taxes and the resolution would allow us to support the legislation.*

## **D. Taxation**

---

### **1. PROPERTY TAX REDUCTION OR REPEAL**

#### RESOLUTION

ASBSD opposes the reduction or repeal of property tax without a new source of revenue being implemented to replace those dollars lost or a hold harmless clause being included in any proposal.

#### RATIONALE

Property tax dollars are the main source of local revenue for South Dakota's public school districts and any reduction or repeal of these dollars removes much needed funding from these districts. Any repeal or reduction of a property tax must be replaced with a new revenue source or include a hold harmless clause in order for the district to meet its budget obligations.

ADOPTED: 2022

REVISED: 2023

### **2. TAX COLLECTION ADMINISTRATION FEE**

#### RESOLUTION

ASBSD opposes legislation imposing a fee on local school districts to be paid to another local government entity for collecting and distributing property taxes.

#### RATIONALE

South Dakota's K-12 public school funding system makes school districts heavily reliant on property taxes to fund the many components in their budget, but within the state's property tax system are not equipped to collect or distribute local dollars. School districts should not be assessed a fee for the collection and distribution of dollars they are dependent upon, but are not allowed to collect themselves (SDCL 10-21-1).

ADOPTED: 2023

### **3. STATE REVENUE COLLECTION (ADOPTION PROPOSED)**

#### RESOLUTION

ASBSD opposes the repeal or reduction of a state revenue source without the increase to an existing revenue source or implementation of a new revenue source to replace the lost dollars.

#### RATIONALE

The state aid funding formula relies on two funding sources in local property tax dollars and state revenue collection. If either source of revenue for the state aid funding formula receives a cut the other must make up the loss in funding or, if the revenue is not made up, funding for public schools will be cut. A reduction or repeal of a state revenue source without it being recouped from another or new revenue source would be detrimental to public schools.

ADOPTED: 2024

*The resolution permits ASBSD to oppose any repeal or reduction of state revenue without replacement revenue in place, which would put school funding in precarious position.*



## **E. Personnel**

---

### **1. HUMAN RESOURCE MANAGEMENT**

#### **RESOLUTION**

ASBSD supports a local public school district's ability to develop hiring, evaluation and compensation policies to develop performance and market-based compensation mechanisms that support local efforts to recruit and retain quality staff.

#### **RATIONALE**

School boards, administrators and teachers are in the best position to decide whether the school district has the financial resources, personnel, data systems and desire to implement local policy. Districts should have the flexibility to adopt effective hiring, evaluation and compensation policies.

**ADOPTED: 2010**

**REVISED: 2012**

## **F. Unfunded Mandates**

---

### **1. STATE EDUCATION MANDATES**

#### RESOLUTION

ASBSD supports legislative action to review and subsequently require the state to supply the necessary funding for all mandates placed on local public school districts.

#### RATIONALE

When state mandates place additional burdens on school boards, funds should be allocated to compensate expenses incurred. Therefore, it should be the policy of the legislature to review and subsequently require the funding necessary to meet the fiscal impact on public school districts and consider providing additional funding, if determined as being needed, prior to the passage of all mandates placed on local public school districts.

ADOPTED: 2008

REVISED: 2023

### **2. FEDERAL MANDATES**

#### RESOLUTION

ASBSD supports full funding for all federal mandates.

#### RATIONALE

When federal policymakers enact laws intended to foster higher levels of school performance and academic achievement, Congress must adequately fund federal mandates to avoid causing local school boards to shift local resources to meet the demands of federal education policies.

ADOPTED: 2008

REVISED: 2016

## **G. Federal Relations**

---

### **1. MEDICAID SERVICE REIMBURSEMENT**

#### RESOLUTION

ASBSD supports the continuation of federal Medicaid Service provided to public school K-12 for providing health services to Medicaid-eligible students.

#### RATIONALE

Public schools play a key role in identifying eligible children for Medicaid, connecting children to needed services in schools and communities. Medicaid service reimbursement funds help South Dakota public school districts provide outreach and coordination services that ultimately helps eligible children receive health services in a timely manner.

ADOPTED: 2008

REVISED: 2012

### **2. SCHOOL NUTRITION**

#### RESOLUTION

ASBSD supports flexibility in federal law for state and local food service personnel to adjust the nutrition requirements including changes to the calorie maximum, to ensure they are providing school meals that meet the needs of their diverse student body in their communities.

#### RATIONALE

A one-size-fits-all policy ties the hands of local public school lunch providers. According to recent report, the USDA's new regulations have led to hungrier students, wasted food, and increased costs for schools.

ADOPTED: 2010

REVISED: 2016

### **3. E-RATE**

#### RESOLUTION

ASBSD supports action by Congress and the Federal Communications Commission to strengthen the E-Rate program and improve the quality and speed of Internet connectivity in our nation's public K-12 schools.

#### RATIONALE

The E-rate program, officially called the Schools and Libraries Program Universal Service Fund, provides significant discounts to schools and libraries to help them build technology infrastructure and provide telecommunications and Internet services for students in low-income and rural areas. The program is a vital source of funding to maintain and improve Internet connectivity in public K-12 schools. Expansion of the federal E-rate program would improve access to technology for public K-12 schools and students.

ADOPTED: 2010

REVISED: 2012

## **G. Federal Relations**

---

### **4. EVERY STUDENT SUCCEEDS ACT (ESSA)**

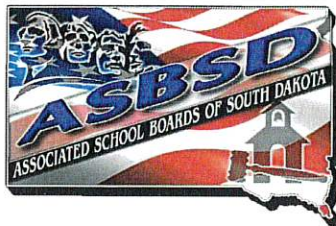
#### RESOLUTION

ASBSD supports the federal education policy emphasizing the importance of local governance, providing states with more control over education standards and strengthening support for local control in managing school administration, budget development and related operations for public school district responsibilities.

#### RATIONALE

ESSA affirms state control of education standards by allowing them to set their own benchmarks for student achievement in math and reading. In addition, ESSA reaffirms the importance of local governance as state education standards will be up for peer review by public school board members, administrators, parents and other groups. A local governance measure included in the bill strengthens support for local control which will enhance the local district's goal of consistent student achievement.

ADOPTED: 2016



## 2025 ASBSD Standing Positions (DRAFT)

### OVERVIEW

---

Standing positions are broad policy statements that reflect the core beliefs of South Dakota's locally elected public school board members. Standing positions provide your school board association with general direction and guidance on a range of education policy issues.

### EQUITY IN EDUCATION

---

School boards are encouraged to recognize and to understand the needs and strengths of all students. School boards should provide resources that will facilitate access to a high-quality, safe, and supportive education that prepares students for success. ASBSD urges local school boards to promote and to support the significant benefits of learning in racially, ethnically, and socio-economically diverse settings, to commit to equity and excellence for all students, and to support the needs of English-language learners.

Adopted: 2018  
Revised: 2023

### HEALTH & WELLNESS (AMENDMENT PROPOSED)

---

ASBSD believes that wellness is related to staff and students' mental and physical well-being and their readiness to teach and learn. A growing body of research links student wellness to positive academic results, affirming the important role the overall wellness plays in student achievement.

Mental health is also vital to the wellbeing of all students and has become increasingly important as schools often serve as the first line of defense in providing mental health services or counseling to students. ~~Schools are urged to seek a~~ Additional State and Federal resources and funding to support the behavioral and mental health of ~~their~~ students are needed to support both students and staff members.

ASBSD believes local public school boards should work with community stakeholders in a coordinated approach to promote policies and practices that encourage and enable wellness, including healthy food choices, nutrition education, personal care and hygiene and regular physical activity, and physical and mental wellbeing, including behavioral resources.

Comprehensive local policy includes multiple aspects of student/staff well-being, including drug resistance, suicide prevention, violence prevention and all forms of bullying.

ASBSD urges local public school boards to adopt policy that promotes healthy lifestyles and student safety, but opposes state mandates, whether funded or unfunded, which would limit the authority of local public school districts to design appropriate wellness programs that reflect school and community standards.

Adopted: 2008  
Revised: 2024

*Incorporates language from resolutions to maintain our position on these issues.*

**INVESTMENT IN EDUCATION (AMENDMENT PROPOSED)**

---

ASBSD believes devoting public funds to elementary and secondary education is an investment in the social and economic future of our children, our communities, our state and our nation. There is no impoverishment of public education that is not eventually an impoverishment of South Dakota.

In South Dakota, public schools deliver an outstanding return on investment. The personal and economic benefits of a quality education have a direct and dramatic impact on individuals, families and communities. Investments in the public education system serve multiple ends, but none are more important to the economic future of our country than ensuring every child graduates from high school ready for the postsecondary education or the workplace.

ASBSD believes investing in elementary and secondary education leads to improved student outcomes, particularly when investments strengthen teacher quality, improve access to high quality public K-12 programs and provide extended learning opportunities for students at-risk.

South Dakota’s Constitution prescribes the commitment to public education in Article 8, Section 1; “The stability of a republican form of government depending on the morality and intelligence of the people, it shall be the duty of the Legislature to establish and maintain a general and uniform system of public schools wherein tuition shall be without charge, and equally open to all; and to adopt all suitable means to secure to the people the advantages and opportunities of education.”

The State Aid inflationary index factor defined in SDCL 13-13-10.1 requires school districts to annually receive an increase in state aid. This law requires an increase in the investment in public education be made by the state each year and is the only such legal requirement amongst the state’s institutions.

Investment in education should also come in attracting teachers to the profession. State funds and/or programs for an undergraduate scholarship for education majors in each K-12 education certification area or for a teacher academy for public school teachers holding a preliminary alternative certification or an alternative certification to assist in their completion of requirements for full certification are two options that could be explored.

Adopted: 2011

Revised: 2024

*Incorporates language from resolutions to maintain our position on these issues.*

## **LOCAL GOVERNANCE**

---

Public school districts are governed by elected leaders, who are responsive and accountable to local citizens. An informed, active citizenry is essential to our democratic and representative form of government.

Local boards, within parameters established by state law, are vested with authority to make local education decisions. Local board members, as the elected representatives closest to the students, families and communities in which they live, are best positioned to understand student and community needs and identify effective solutions. A local public school board cannot delegate statutory duties and responsibilities. State law must allow governance flexibility to ensure all school boards are positioned to meet the needs of their community and the changing public school environment.

Public school boards are accountable to students, citizens and staff for: providing education programs; striving for excellence; identifying needs; adopting clearly defined written policies; measuring program success; and interpreting and disseminating information to the public; and setting the school calendar that best fits their district.

Public school boards function best in a non-partisan, broadly representative, team-spirited manner while putting district needs ahead of partisanship, special or personal interest – be they political, racial, religious, geographic, economic, social, civic or any other form. The board and superintendent, along with other key personnel, serve as a local governance leadership team that works together to effectively and efficiently operate a public school district.

ASBSD supports the judgment and integrity of South Dakota public school board members and opposes initiatives or legislation that impedes a school board's ability to govern.

It is ASBSD's expectation that school board members be fully invested in the concept of public school education and the purpose for which public schools are created.

Adopted: 2007

Revised: 2020

## **NATIVE AMERICAN CURRICULUM**

---

ASBSD believes South Dakotans must continue to work toward embracing the pride, heritage and dignity of Native American culture, fostering collaboration and establishing long-term commitments, including consideration of the implementation of the Oceti Sakowin Essential Understandings or other curriculum and coursework in South Dakota Native American history and culture, to improving public educational outcomes for Native American students.

Adopted: 2010

Revised: 2022

## **NON-PUBLIC SCHOOLS OR ALTERNATIVE EDUCATION FUNDING OR ESTABLISHMENT OF NEW NON-PUBLIC SCHOOL SYSTEMS (ADOPTION PROPOSED)**

The defunding of public education through the diversion of state funds to non-public schools or alternative education systems is a detriment to the state of South Dakota.

More than 140,000 students are enrolled in the public school district system, which accounts for more than 80 percent of the total K-12 school aged children in the state. With four out of every five K-12 school aged children in South Dakota enrolled in public schools, it is imperative for the good of the state the available public funds be utilized for public education and no other education systems.

Article 8, Section 1 of the South Dakota Constitution, which states, "...it shall be the duty of the legislature to establish and maintain a general uniform system of public schools..." further supports the sentiment of funding public schools in place of any other education system or delivery method.

Funding a private school scholarship, savings account, voucher program or other method or establishing a charter school or other education system or providing a property tax exemption or subsidy benefitting a non-public or alternative education structure beyond the public education system harms the state and impairs the students enrolled in South Dakota public schools.

Adopted: 2024

*The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD always opposes public funds being used for non-public education.*

## **OPEN GOVERNMENT AND TRANSPARENCY**

---

As public bodies, school boards operate in a transparent manner that promotes active civic engagement and public discourse. Effective and efficient governance respects the public's right to observe, respectfully record a board meeting and petition government while operating under the legal framework of school board, state and federal policy. Public school boards, as government entities closest to citizens, provide a wealth of public information, including thorough financial records.

ASBSD believes it is incumbent upon each public school board member to have a working knowledge of both open meeting laws and privacy laws.

ASBSD supports state policies and potential legislation allowing public school boards the local option to post official minutes and public notices online.

ASBSD supports full disclosure of conflicts of interest as prescribed by law (reference SDCL 3-23-6 through 3-23-9).

Adopted: 2009

Revised: 2019



## **PUBLIC SCHOOL CHOICE**

---

ASBSD believes South Dakota's public education system, through South Dakota's open enrollment laws, does provide parents and students the choice to attend any of South Dakota's public schools.

ASBSD supports open enrollment laws that work to promote cooperation among public school districts that help meet the educational needs of all students and families.

ASBSD supports partnerships between schools and parents to offer diverse and multiple high quality educational options to meet the individual needs of students.

ASBSD believes public education offers communities the best way to educate all children including those who have disabilities and students from culturally diverse backgrounds.

Adopted: 2007

Revised: 2022

## **SAFE AND SECURE SCHOOLS (AMENDMENT PROPOSED)**

---

ASBSD believes South Dakota public school students deserve to learn in a safe and secure school environment.

That safe and secure environment can be achieved through additional federal, state and local resources and funding for schools to implement or add school safety measures, which may include school resource officers, physical security improvements, or related student supports, so long as the resources and funding aren't accompanied by mandates that bypass local control.

A growing body of research has linked student achievement and behavior, as well as staff morale, to physical building conditions. Every child deserves a safe, technologically-ready school facility designed for student learning.

ASBSD believes local public school boards are responsible for the adoption of plans to prevent and respond to situations that threaten the safety or well-being of students and staff. School districts are encouraged to work with a variety of state and local government agencies and to prepare effective emergency response plans.

State and local government agencies are encouraged to inform and collaborate with school districts to obtain and utilize appropriate resources that will enhance the safety and security of school buildings.

ASBSD believes local public school boards, acting in compliance with federal and state law, must have the authority to enact and implement policies and procedures that maintain safe, orderly schools and create supportive learning cultures.

ASBSD supports current laws designed to keep convicted criminals from employment in schools and illegal drugs and weapons away from school buildings, as well as South Dakota School Safety Program, which provides many resources and training opportunities schools can use to keep students and staff safe.

ASBSD urges parents, businesses, communities, local law enforcement and state agencies to work with local school boards to provide safe, crime-free schools.

ASBSD recognizes the crucial role law enforcement, the juvenile justice system, social services, court-appointed advisors, mental health providers, and the medical community play in serving students and their families in protecting the school environment.

Adopted: 2010

Revised: 2024

*Incorporates language from resolutions to maintain our position on these issues.*

## **SCHOOL FINANCE (AMENDMENT PROPOSED)**

---

South Dakota's public school students deserve a comprehensive school finance system. School finance decisions, whether at the local, state or federal level, should build the capacity of the public education system to expand learning opportunities for students. Policy makers at all levels should fulfill commitments and obligations to public schools before providing financial support to non-public schools.

ASBSD supports a school finance system that:

- Provides necessary equitable, predictable and timely funding; and
- Provides equal opportunities to all public school students while addressing South Dakota's diverse student needs; and
- Provides judicious funding based on relief for enrollment fluctuations; and
- Provides locally elected public school boards the authority and responsibility to prioritize and allocate funding, within the mandates and parameters of each fund set in state statute, to best meet student needs; and
- Provides an appropriate level of funding for special education programs; and
- Provides additional funding to meet state and federal expectations.

In addition, ASBSD supports the local control of school boards in the management of district funds.

Adopted: 2007

Revised: 2024

*Incorporates language from resolutions to maintain our position on these issues.*

## **SCHOOL REORGANIZATION**

---

ASBSD believes school district reorganization, resource sharing and cooperative arrangements are in the best interest of South Dakota's public school students when:

- Educational outcomes, measured in expanded educational opportunities with expectations for improved achievement, is the most important consideration; and
- Geographical issues are considered, including the amount of student travel time and allowing for continued community participation; and
- Reorganization is voluntary – initiated at the local level by the board or citizens and approved by the citizens of the public school district.

Adopted: 2006

Revised: 2020

**STATE REQUIREMENTS & OVERSIGHT (ADOPTION PROPOSED)**

Decisions made by the State Board of Education and the process of implementation of those decisions by the state Department of Education should be done so with full consideration of the effect on students, educators, administrators and school boards.

Outcomes affecting South Dakota academic content standards, graduation requirements and state assessment exams should be reached with sufficient input from stakeholders in public education as they serve as expectations for what students should know and be able to do by the end of each grade level and upon graduation with the goal being all students continue their education, ultimately becoming career and life ready.

An appropriated guarantee of sufficient financial resources and professional development opportunities being made available to public schools and staff members to ensure all students can achieve the benchmarks is also needed.

Legislative intervention to halt or repeal content standards approved by the State Board of Education Standards should not be broached as any intervention in the process could result in unintended consequences for our schools in the future; and erodes local control or undermining the board.

The inclusion of multiple K-12 educators or those with a background in K-12 education to serve on the South Dakota State Board of Education Standards should be strongly considered by the Governor when making appointments. The Senate Education committee and Senate body as a whole must thoroughly review any proposed appointments before voting to confirm the individual.

Establishing parameters for membership or adjusting the Governor's appointment or Senate confirmation process made in state statute may compromise the integrity of the board and its membership in the future and should be avoided.

Adopted: 2024

*Incorporates language from resolutions to maintain our position on these issues and provide direction for ASBSD in the legislative interim.*

## **STUDENT ACHIEVEMENT**

---

One of a local public school board's core responsibilities is to develop, adopt and oversee policies focused on improving student achievement and eliminating achievement gaps between low achieving students and students performing at or above grade level.

Every student can achieve at high levels when the state, local public school boards and communities establish high expectations and provide necessary resources and support for students.

Today's public school boards strive to develop instructional policy that provides for multiple paths to knowledge that moves students to develop more critical thinking, collaborative problem solving and self-reliance skills.

As community leaders, public school board members focus on providing programs and working collaboratively with other agencies.

Public school administrators and teachers provide an excellent education to their students and to ensure that remains, each should be fully certified and stay up-to-date on their continuing education credits. Educators not certified should be working toward certification.

Initial and continuing education of school board members is also important in order to enhance their knowledge base resulting in strong and effective leadership for the district and to set a good example for students, administrators and staff.

Student achievement should be gauged using an accountability system based on multiple assessments that are valid, reliable, defensible, credible and diagnostically meaningful to a variety of stakeholders.

Public schools in South Dakota offer students multiple avenues to reach their potential success that is not measured strictly by assessments.

ASBSD urges policymakers at all levels to support programs that promote high level skills such as digital literacy, innovative thinking, and interactive communication to engage learners leading students to succeed in today's highly competitive, global economy.

Adopted: 2010

Revised: 2023

## **TECHNOLOGY IN EDUCATION (AMENDMENT PROPOSED)**

---

Technology has an essential and expanding role in our global society. Emerging information and communication technologies will reshape how students learn and how they apply their knowledge, skills and abilities.

ASBSD believes technology transforms public K-12 education. The infrastructure, hardware, software, and platforms are either available or being developed that will continue to change the nature of how we teach our children in profound and far-reaching ways.

ASBSD believes technology is a powerful, important tool for public education to be used in combination with proven teaching and learning strategies to ensure a high-quality education.

ASBSD supports technology initiatives that are focused on improved student outcomes and that reflect the need for ongoing support and renewal in the ever-changing technological landscape. Digital technology using virtual learning strategies, blended learning, and other cutting edge teaching coupled with quality training, will advance our students in the highly competitive global environment.

South Dakota's public school systems should embrace technology as a catalyst to improve teaching and learning. School district staff need support, through high-quality, embedded professional development, to integrate technology into their instruction. Technology integration is a critical tool to prepare our students for digital world that is transforming around them.

The use of Artificial Intelligence in schools should be determined by local school board policy that best fits the district's needs.

Adopted: 2012

Revised: 2024

*Addition of the statement on AI supports the local control of school boards.*



**AIA**<sup>®</sup>

# Document A133<sup>®</sup> – 2019 Exhibit A

## Guaranteed Maximum Price Amendment

This Amendment dated the 5th day of November in the year 2024, is incorporated into the accompanying AIA Document A133<sup>TM</sup>-2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 15 day of March in the year 2024 (the "Agreement")  
*(In words, indicate day, month, and year.)*

for the following **PROJECT**:  
*(Name and address or location)*

High School Addition and Remodel Project  
801 18<sup>th</sup> St. SW  
Huron, SD 57350

**THE OWNER:**  
*(Name, legal status, and address)*

Huron School District 2-2  
150 5<sup>th</sup> St. SW, Huron SD 57350

**THE CONSTRUCTION MANAGER:**  
*(Name, legal status, and address)*

Puetz Design+Build Inc.  
PO Box 968, 800 N Kimball, Mitchell, SD 57301

### TABLE OF ARTICLES

- A.1 GUARANTEED MAXIMUM PRICE
- A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- A.3 INFORMATION UPON WHICH AMENDMENT IS BASED
- A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

### ARTICLE A.1 GUARANTEED MAXIMUM PRICE

#### § A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

**§ A.1.1.1** The Contract Sum is guaranteed by the Construction Manager not to exceed Seven Million, Nine Hundred Forty Thousand, Fifty Six Dollars and Twenty Nine Cents. (\$ 7,940,056.29 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

### ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201<sup>TM</sup>-2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

§ A.1.1.2 **Itemized Statement of the Guaranteed Maximum Price.** Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.

*(Provide itemized statement below or reference an attachment.)*

See Attachment A. The GMP includes Base Bid, Alternate 1 (High School Roof Replacement), Alternate 2 (Middle School Roof Replacement) and Alternate 3 (Deduct Bonds).

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 **Alternates**

§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price
Alternate 1 High School Roof Replacement	958,492.13
Alternate 2 Middle School Roof Replacement	2,059,140.32
Alternate 3 Deduct Bonds	(50,041.92)

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.

*(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*

Item	Price	Conditions for Acceptance
N.A.		

§ A.1.1.6 Unit prices, if any:

*(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)*

Item	Units and Limitations	Price per Unit (\$0.00)
Bid Package #20 Earthwork, (Feistner)	Unit price #1 Unclassified Excavation:	\$1.50 cu.yd.
	Unit Price #2 Engineered Fill	\$25.20 cu.yd.
	Unit Price #3 Asphalt Removal	\$45.00 sq. yd.
	Unit Price #4 Asphalt Patch	292.00 Ton
Bid Package #22 Asphalt Paving (Asphalt Paving & Materials)		

**ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION**

§ A.2.1 The date of commencement of the Work shall be:

*(Check one of the following boxes.)*

The date of execution of this Amendment. Construction work will start December 2<sup>nd</sup>, 2024.

Established as follows:

*(Insert a date or a means to determine the date of commencement of the Work.)*

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments, allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

**§ A.2.3 Substantial Completion**

§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:

*(Check one of the following boxes and complete the necessary information.)*

Not later than ( ) calendar days from the date of commencement of the Work.

By the following date: October 31<sup>st</sup>, 2025

§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
NA	NA

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement. NA

**ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED**

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
NA	NA	NA	NA

§ A.3.1.2 The following Specifications:

*(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)*

High School Addition and Remodel Project: Huron School District 2-2 150 5<sup>th</sup> St. SW Huron, SD 57350

Section	Title	Date	Pages
JLG Project No.21392.09	New High School Addition and Remodel Project and Addendums	9-4-2024	All pages



§ A.3.1.3 The following Drawings:  
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

High School Addition and Remodel Project: Huron School District 2-2 150 5<sup>th</sup> St. SW Huron, SD 57350

Number	Title	Date
JLGProject No: 21392.09	New High School Addition and Remodel Project and Addendums 1-2	9-4-2024

§ A.3.1.4 The Sustainability Plan, if any:  
(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)

Title	Date	Pages
NA	NA	NA

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:  
(Identify each allowance.)

Item	Price
NA	

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:  
(Identify each assumption and clarification.)

NA

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:  
(List any other documents or information here, or refer to an exhibit attached to this Amendment.)

See Attachment A: GMP of Base bid and Alternates 1,2 & 3.

**ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS**

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:  
(List name, discipline, address, and other information.)

See Attachment A: GMP of Base bid and Alternates 1, 2 & 3 Breakdown that includes all the subcontractors that Puetz Design+Build as the Construction Manager at Risk, will be contracting with.

This Amendment to the Agreement entered into as of the day and year first written above.

OWNER (Signature)

Tim Van Berkum School Board President  
(Printed name and title)

CONSTRUCTION MANAGER (Signature)

Jim Weber Project Executive/Owner  
(Printed name and title)

# Additions and Deletions Report for AIA® Document A133® – 2019 Exhibit A

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 09:57:38 ET on 11/07/2024.

## PAGE 1

This Amendment dated the 5th day of November in the year 2024, is incorporated into the accompanying AIA Document A133™-2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the 15 day of March in the year 2024 (the "Agreement")

...

High School Addition and Remodel Project  
801 18<sup>th</sup> St. SW  
Huron, SD 57350

...

Huron School District 2-2  
150 5<sup>th</sup> St. SW, Huron SD 57350

...

Puetz Design+Build Inc.  
PO Box 968, 800 N Kimball, Mitchell, SD 57301

...

§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed Seven Million, Nine Hundred Forty Thousand, Fifty Six Dollars and Twenty Nine Cents. (\$ 7,940,056.29 ), subject to additions and deductions by Change Order as provided in the Contract Documents.

## PAGE 2

See Attachment A. The GMP includes Base Bid, Alternate 1 (High School Roof Replacement), Alternate 2 (Middle School Roof Replacement) and Alternate 3 (Deduct Bonds).

...

<u>Alternate 1 High School Roof Replacement</u>	<u>958,492.13</u>
<u>Alternate 2 Middle School Roof Replacement</u>	<u>2,059,140.32</u>
<u>Alternate 3 Deduct Bonds</u>	<u>(50,041.92)</u>

...

N.A.

...

Bid Package #20 Earthwork,  
(Feistner)

Unit price #1 Unclassified    \$1.50 cu.yd.  
Excavation:  
Unit Price #2 Engineered    \$25.20 cu.yd.  
Fill  
Unit Price #3 Asphalt  
Removal                            \$45.00 sq. yd.

Unit Price #4 Asphalt            292.00 Ton  
Patch

Bid Package #22 Asphalt Paving  
(Asphalt Paving & Materials)

PAGE 3

The date of execution of this Amendment. Construction work will start December 2<sup>nd</sup>, 2024.

...

By the following date: October 31<sup>st</sup>, 2025

...

NA

NA

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement. NA

...

NA

NA

NA

NA

...

High School Addition and Remodel Project: Huron School District 2-2 150 5<sup>th</sup> St. SW Huron, SD 57350

...

JLG Project  
No.21392.09

New High School  
Addition and Remodel  
Project and Addendums  
1-2

9-4-2024

All pages

PAGE 4

High School Addition and Remodel Project: Huron School District 2-2 150 5<sup>th</sup> St. SW Huron, SD 57350

...

JLGProject No: 21392.09

New High School  
Addition and Remodel  
Project and Addendums  
1-2

9-4-2024

...

NA

NA

NA

...

NA

...

NA

...

See Attachment A: GMP of Base bid and Alternates 1,2 & 3.

...

See Attachment A: GMP of Base bid and Alternates 1, 2 & 3 Breakdown that includes all the subcontractors that  
Puetz Design+Build as the Construction Manager at Risk, will be contracting with.

**PAGE 5**

Tim Van Berkum School Board President

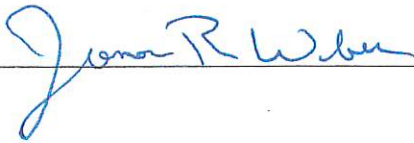
Jim WeberProject Executive/Owner

## Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, James (Jim) Weber, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 09:57:38 ET on 11/07/2024 under Order No. 4104248239 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ – 2019 Exhibit A, Guaranteed Maximum Price Amendment, other than those additions and deletions shown in the associated Additions and Deletions Report.

(Signed)



(Title)

V.P.

(Dated)

11-7-2024