

SECTION VII
SUPPORT SERVICES

Counseling and Guidance

VII-A. SOUTH DAKOTA PRIVILEGED COMMUNICATION LAW

No counselor, certified in accordance with the certification regulations of the state board of education and regularly employed as a counselor for a private or public elementary or secondary school or school system in the state of South Dakota, may divulge to any other person, or be examined concerning any information or communication given to him in his official capacity by a student unless:

1. This privilege is waived in writing by the student.
2. The information or communication was made to the counselor for the express purpose of being made public.
3. If the counselor has reason to suspect, as a result of that information or communication, that the student has been subjected to child abuse or that the student's physical or mental may be in jeopardy.

CH. 161 1974 SD Law 266.

VII-B. DEFINITIONS

Guidance:

Process and program are both integral components of guidance. The guidance process helps individuals unify all of their learning experiences and activities. A guidance program is devoted to:

1. Learning about individuals and their needs and the effects of their educational experiences.
2. Assisting in changes and improvements in the learning program and environment to meet individual needs more efficiently.

A developmental guidance program is designed for all students and does include, but is not limited to, the following:

1. Prevention activities,
2. Counseling.
3. Career guidance.
4. Information.
5. Placement assistance.
6. Assessment and follow-up procedures.

Counseling:

Counseling focuses on the specific needs of the individual student. Counselors use various counseling techniques and tools which will help the student sort through alternatives, solve problems, and make decisions.

Counselor:

The counselor is a person on the staff who has been trained in various helping skills to be used to assess the specific needs of each student. The counselor is prepared to work closely with individuals in assisting them with sorting through options, developmental concerns, decisions, problem solving, planning, and helping individuals cope with crisis. Guidance is a function of every member of the educational team, but the responsibility for leadership of the guidance program is one of the main responsibilities of the counselor.

VII-C. JOB DESCRIPTION

- I. Counselors:
 - A. Engage in professional counseling with individuals and groups of students.
 - B. Motivate students to seek counseling through a creative and continuous orientation program.
 - C. Assist in the educational placement and grouping of students.
 - D. Assist parents in understanding the growth and development pattern of their children.
 - E. Communicate the guidance program to the community.
 - F. Encourage accessibility of counseling services to faculty and public.
 - G. Conduct research designed to measure the effectiveness of all guidance services and follow up.
 - H. Function as a resource consultant to school and non-school personnel.
 - I. Assist in the organization of guidance related programs.
 - J. Assist in the administration of the district testing program.
 - K. Assist in providing additional testing or assessment services.
 - L. Assist in the periodic evaluation of the educational testing and assessment programs.
 - M. Develop a network of referral agencies.
 - N. Is accessible to students and parents after school hours, including evenings, weekends and summer months.

- II. High School Counselors:
 - A. Organize the visitation of representatives to the high school from post high school training institutions.
 - B. Help register all students.
 - C. Counsel students to meet their need for educational and vocational planning.
 - D. Help orient new students.
 - E. Assist in class scheduling, if requested.

- III. Middle School Counselor:
 - A. Counsel students to meet their need for educational and vocational planning.
 - B. Engage in professional counseling with individuals and groups of students.
 - C. Invite guest speakers in for career awareness.

- IV. Elementary School Counselor:
 - A. Counsel students who have been referred from a teacher or at a parent's request.
 - B. Provide classroom activities which relate to developing career awareness.
 - C. Provide student involvement in awareness activities related to self-concept development, goal setting, and understanding relationships with others.
 - D. Provide opportunities to gain skills in reviewing alternatives and developing their problem-solving and decision-making abilities.
 - E. Refer students to other professionals when appropriate.

VII-D. DIRECTOR OF GUIDANCE AND COUNSELING

- I. Is responsible to Superintendent of Schools and High School Principal.
- II. Is evaluated by High School Principal.
- III. Job Description:
 - A. Directs and coordinates the guidance and counseling functions within the school district.
 - B. Assists the administration in evaluating the curriculum or other areas as requested.
 - C. Assists in class scheduling, if requested.
 - D. Provides counseling to pupils designed to meet their need for educational vocational planning.
 - E. Engages in professional counseling with individuals and groups of pupils who have problems of any nature which inhibit their ability to learn or succeed.
 - F. Motivates pupils to seek counseling of their own volition through a creative and continuous program of orientation to counseling. In order for pupils to make the best use of counseling service, the counselor must develop a positive image in their minds concerning his/her role as a professional counselor.
 - G. Encourage accessibility of counseling office to faculty and public.
 - H. Conducts research designed to measure the effectiveness of individual and group counseling and other guidance services in promoting the maturity and educational development of the pupils.
 - I. Assists in the formation of plans, implements approved plans and assists in the evaluation of the educational counseling and testing program.
 - J. Assist in the administration of the testing program.
 - K. Assist in providing testing services.
 - L. Periodically evaluates the internal and external testing program of the school district along with the offices of the administration.
 - M. Formulates plans and implements approved plans for the orientation of new students along with administration and faculty.
 - N. Assists in formulating plans and implements approved plans for the registration of all students.
 - O. Assists in determining procedures to be used in the enrollment of new students to the school district.
 - P. Communicates the guidance program to the community via organizations and the media.
 - Q. Functions as a resource consultant to school and non-school personnel in providing services in the community to meet the need of each individual pupil.
 - R. Supervises the preparation and use of records and data related to the guidance needs of each student.
 - S. Assists in the organization of orientation and other programs.
 - T. Assists in the placement and grouping of pupils in order to provide a learning situation of maximum benefit to each student; this includes helping new students select courses of study.
 - U. Provides in-service training programs for teachers, administrators, and other school personnel designed to help them become better acquainted with the work of the school counselor.

- V. Develops a network of agency contacts for consultant and referral purposes.
- W. Acts as liaison between students and pupil personnel and staff members in the school system.
- X. Represents guidance department at administrative and all other meetings involving guidance.
- Y. Organizes the visitation of representatives to the high school from colleges and vocational schools for students and parents.
- Z. Acts as advisor for scholarship committee.
- AA. Performs other related duties and responsibilities as assigned or as appropriate.

VII-E. SCHOOL GUIDANCE STANDARDS K-12

I. GUIDANCE PROGRAM ADMINISTRATION

Standard 1: The guidance program shall be coordinated by a certified counselor.

The counselors are employed by Hamlin School District and possesses the State of South Dakota Counselor endorsement or temporary permission to act.

Guidance services are provided for grade K-12 in the school district on Mondays through Friday from 8:00 A.M. to 4:00 P.M. in the counseling office and classrooms. The counselor will use group orientations as well as individual appointments and informal discussions. Individual appointments may be scheduled by the counselor. The appointment can be initiated by the student, teacher, or parent/guardian. Two counselors will serve the needs of all students in grades K-12 on a full time basis.

An attempt may be made to involve students as guidance aides to help with filing and non-confidential record keeping.

The guidance office at Hamlin's High School is a private and comfortable room. It is small, however, it will be adequate for one-on-one discussions and small group discussions. The outer office serves as the resource area (the office is always assessable to students when the counselor is in the building) for college and vocational school catalogs, as well as information regarding all branches of the military and employment information. The guidance office is separate from the administration offices, as it should be. It is located in an easily accessible area where student traffic is moderate. The elementary school counselor has a private office in both elementary schools.

II. COUNSELING

A. Individual and Group Counseling

Standard 2: Individual and group counseling will be provided to all students requesting assistance or referred by other school personnel.

Individual and group counseling is available to all students, graduated, and parents for crisis situations, developmental concerns, educational and career planning.

Visits will be made to student's homes if necessary. This is done if the student has been sick or truant or if the counselor needs to visit with the parents as well as the student.

The counselor may visit students who receive progress slips indicating a deficiency in a subject.

The counselor will meet with all students referred by staff or parents and provide appropriate feedback to the person making the request (Confidentiality will be maintained pursuant to the Privacy Act of 1974). The counselor will also take referrals from the Department of Social Services and from Court Services.

B. Awareness of Self and Others

Standard 3: All students will be involved in awareness activities related to self-concept development, goal-setting, and understanding relationships with others.

An unique aspect of a elementary school guidance program is the emphasis on prevention and developmental concerns. Hamlin's comprehensive guidance program offers every child a "curriculum in self-development." Students in the middle school and high school are provided learning opportunities in the areas of understanding ones self and others.

Available materials that pertain to this area are as follows:

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADES</u>
DUSO	Kits	K-5
Counselor Prepared Materials	Variety	4-6
Self-Esteem: A Classroom Affair	Activity Manual	K-6
Esteem Builders	Activity Manual	K-8
Getting Along	Activity Kit	K-2
Mad, Sad, Glad	Game	2-6
TA for Tots	Activity Manual	K-1
I've Got Me and I'm Glad	Activity Manual	1-6
Letter on Light Blue Stationary	Video	3-6
Lean Mean Machine	Video	3-6
Feelings About Friends	Activity Manual	3-6
Connection Rainbows	Activity Manual	3-12
Interactions	Activity Manual	4-9

III. CONSULTATION

A. Career Awareness

Standard 4: Provide classroom activities to all students in grade K-12 which relate to developing career awareness.

Career awareness activities start at the elementary school in the 1st grade. The career awareness stage is the first step in the career decision making process. Activities at this level provide children with a frame of reference for later career exploration.

Career awareness activities are most effective when integrated into regular classroom activities. This allows children to see the relationship between themselves, their education, and their education, and their careers.

Listed below are several career awareness activities and materials:

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADES</u>
DUSO	Kits	K-5
Career Fair	Activity	9-12
Counselor Prepared Materials	Variety	K-12
Meeting with all junior and seniors to learn of post-high school plans	Conference	12
Guidance Information System	Computer Program	9-12
Career Planning Program	Test	9
ASVAB	Test	10
I've Got Me and I'm Glad	Activity Manual	1-6
Me Too	Kit	1-6
Winnie-the-Pooh and the Value of Things	Kit	K-4

B. Post High School Planning and Placement

Standard 5: Students in grades 9-12 will be provided with information on programs available in post-high school institutions, apprenticeship training, and the military. Assistance with financial aid, including scholarships, would be an integral part of implementing this standard. Information would also be provided to students who seek employment.

To help the student become aware of different occupational and educational opportunities, the counselor assists the student and parent/guardian in discovering the student's interests, aptitudes and abilities to educational and career opportunities and requirements; disseminated information concerning education and careers; and helps aid students in future education and vocational planning.

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADE LEVEL</u>
Post-High Planning Days	Activity	11-12
Schedule Post-High Military Recruiters	On-going visits	11-12
Schedule Post-High Institution Representatives	On-going visits	11-12
Post-High Planning Tabloid	Newspaper	12
Financial Aid Info Night	Activity	12
Civic Organization Sponsored Scholarships	Information	12
Counselor presentations regarding career choices	Classroom Presentations	9-12

C. Problem-solving and Decision-making

Standard 6: Students K-12 will be given an opportunity to gain skills in reviewing alternatives and developing their problem-solving and decision-making ability.

The counselor does not make decisions for students or their parents. Instead, the counselor provides direction by suggesting alternatives from which students, parents, or a teacher can choose.

The counselor helps students to know themselves, to recognize their strengths and weaknesses, to establish values, and to learn how to make realistic and positive decisions. To accomplish this goal at Hamlin School, the counselor uses a variety of resources:

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADES</u>
Boys/Girls State	Selected Individuals	11
South Dakota Leadership Conference	Selected Individuals	9-12
Decision Making Skills	Classroom Activities	6-12
I've Got Me and I'm Glad	Activity Manual	1-6
Getting Along	Activity Kit	K-2
The Best Self-Esteem Activities for the Elementary Grades	Activity Manual	K-6
In a Pickle	Activity Kit	K-12

D. Consultation with Significant People in the Student's Life

Standard 7: The counselor shall consult with the parents, teachers, administration and other people significant to the students in regard to the specific needs of the students.

The consultation function is to help others who have primary responsibility for children--such as parents, teachers, and administrators--to perform those primary roles more effectively. The counselor seeks to help others clarify their needs and responsibilities rather than try to take their place or play their role.

Consultation activities with parents, teachers, and other personnel at Hamlin Schools include:

1. The counselor seeks input from staff as to guidance needs and shall provide in-service when necessary.
2. The counselor is available at Parent-Teacher Conferences for consultation with parents.
3. Counselors are expected to attend all school staff meetings.
4. The counselor serves as a resource person to curriculum development.
5. The counselor assists with staff in-service on child abuse and neglect, study skills, death in the family, child development, etc.
6. The counselor works with student-staff conflict resolution.
7. The counselor serves as an advocate for children with staff and other agencies.

8. The counselor aides teachers in integrating self-concept, developmental guidance and career education topics into the school curriculum.
9. The counselor consults with court services, social services vocational rehabilitation, Job Service, college and vocational school personnel and military recruiters.
10. The counselor keeps in contact with parents, if parents so desire, by letter, telephone or through use of local newspaper, to inform them of upcoming career planning and post-high school planning activities.
11. Visits will be made to student's homes by the counselor if necessary. This is done if the student has been sick or truant or if the counselor needs to visit with the parents as well as with the student.
12. The elementary school counselor keeps in touch with the parents through a monthly newsletter to inform them of the guidance activities in the classroom and to share helpful information.

E. Group Guidance

Standard 8: Group guidance activities which deal in a preventative way with social and personal concerns are available to all students.

In an ever changing world, there are a number of areas which concern children. The school counselor provides information and experiences which assist children in coping with these changes in their lives and their environment.

The Hamlin School guidance program provides group guidance activities that address the following areas:

1. Death
2. Family changes including moving, divorce, and step-families.
3. Substance Abuse
4. Neglect, physical and sexual abuse
5. Marriage, family and parenting
6. Interaction with others
7. Study skills
8. Sel-awareness
9. Self-concept
10. Friendship
11. Social Skills

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADES</u>
DUSO	Kits	K-5
The Sharing Circle Handbook	Activity Manual	K-12
Please Come Home: Divorce	Book/Video	K-6
Child Safety Program	Counselor Prepared	1-6
Fighting, Bullying, Gossiping, Teasing	Counselor Prepared	4-6
Vandalism, Stealing, Lying, Hurting Others	Counselor Prepared	4-6
Study Skills	Counselor Prepared	5-8
Understanding Differences	Counselor Prepared	4-6
Fair Weather Friends	Video	K-6
An Elephant In the Living Room	Activity Manual	2-6
DUSO: Drug-Free 1 & 2	Activity Kit	K-6
Just Say I Know How	Activity Manual	K-6
Cartoon All-Stars to the Rescue	Video	K-3
Drug Prevention	Video Library	K-12
Other Various Drug and Alcohol Prevention Activities	Manuals	K-12
Group Counseling for School Counselors	Activity Manual	K-12

IV. COORDINATION

A. Orientation

Standard 9: The student will be provided with an orientation to the school and its program.

Coordination is the integration of the resources of the school, home, and community to meet the developmental needs of children. Many persons through many different programs are working in separate ways to affect the child's concept of self. The counselor brings into a meaningful pattern the effects of these many individuals and thus eliminates the duplication of effort and ensures follow-through on decisions made and policies established.

The school counselor becomes involved in the orientation of students in the following ways:

1. All new students in grades 6-12 are routed to the counselor. The principal registers the students in classes and gives the new students an orientation to the school and its policies.
2. The counselor meets all new elementary students and introduces them to the counseling program as well as helps them feel more comfortable in the new school setting.
3. The counselor introduces self and explains the counseling program to each classroom (K-5) at the beginning of the school year.
4. An orientation and registration session for 5th graders advancing on to middle school will be held at the end of the 5th grade year.
5. An orientation and pre-registration session will be held for all students

in grades 6-11 each spring prior to final registration of courses for high school.

6. A parent information night shall be held for all parents of high school students before final registration each spring.

B. Appraisal

Standard 10: The counselor will assist in the development of a K-12 student appraisal program which focuses on individual student needs.

The appraisal function is to help students examine their potential abilities and current level of achievement without impressing on them a negative opinion of themselves.

A variety of instruments are used at Hamlin School to assist students in these important areas:

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADES</u>
Stanford and Otis-Lennon	Achievement/Ability	4, 8-11
PSAT/NMSQT	Scholar. Qualifying	11
ACT and SAT	College Entrance	11-12
ASVAB	Military Aptitude	11-12

Psychological evaluations and other testing for both special education placement and gifted placement are done, upon teacher referral and parent permission, by the school psychologist. These tests may vary depending upon the individual students' situation.

C. Referral

Standard 11: The counselor will refer students to other professionals when appropriate.

The referral function provides students with access to a wide variety of services not normally found in the classroom or school counseling program. Referrals should be based upon thorough knowledge, available community human service resources, and the individual needs of the students.

The counselor shall refer students to the following professionals:

- Department of Social Services
- Job Services
- Vocational Rehabilitation
- Watertown Child Protection Team
- River Park
- Community Health Nurse
- Alcoholics Anonymous
- Al-Anon
- (see Appendix A and B)

D. Evaluation and Follow-up

Standard 12: The counselor will employ methods to determine that the guidance program is meeting the changing needs of students.

Evaluation is the process of determining the value of the guidance program to the students, parents, and the school system. The major purpose of the evaluation of guidance services is to assess the effectiveness of the services in relation to the goals of the school and the objectives of the guidance program. Evaluation is forward-looking in that it is the basis for changes in the program based upon needs being met or those which are unfulfilled.

Ways used to evaluate the guidance program at Hamlin Schools are as follows:

1. Needs assessment will be done with staff and a random sample of parents once every five years.
2. A needs assessment for elementary, middle school and high school will be done at least once every three years.
3. Any complaint directed at counselor materials will be handled through the administration office as any other complaint against instructional material would be handled.
4. The counselor will keep a daily log of contacts throughout each week and tabulate the number of contacts at least three times a year to indicate the demand for services (at the beginning, middle, and end of the school year).
5. The counselor will keep a record of counselor activities by grade level.

E. Public Relations

Standard 13: The counselor will plan specific procedures to communicate the goals, objectives and achievements of the guidance program.

Guidance public relations seeks to promote a favorable understanding and supportive relationship among the people counselors serve. The five major public groups that the counselor considers in the public relations program are: Students, Teachers, Parents, Administrators and the School, Board members, and the community.

F. Equality Information

Standard 14: Equality information will increase the student's understanding as it relates to racism, sexism, disadvantaged, handicapped, limited-English speaking and students with special need.

Federal and state legislation requires guidance programs to be free from bias. All materials used in the guidance program should be reviewed to make certain they comply with the requirements.

The school's personnel are important role models for children. This, it is imperative that the staff exhibit behaviors that reflect a genuine regard for all persons regardless of skin color, sex, or special needs.

The counselor will aid teachers in using materials to increase awareness of racism, sexism, disadvantaged, handicapped, and special needs students.

<u>MATERIALS</u>	<u>TYPE</u>	<u>GRADES</u>
Unforgettable Pen Pal	Video	K-6
Prejudice: Answering Children's Questions	Video	K-12
Multicultural Caterpillar	Activity Manual	K-3

VII-F. REFERRAL AGENCIES

Mental Health Resources

Bontreger Mark Dr.

525 5th St S E Watertown
882-0800

Catholic Family Services

309 2nd Ave S E Watertown
886-6321

Glacial Lakes Professional Counseling Services

525 5th Sts S E Watertown
886-3845

Human Service Agency

123 19th St N E Watertown
886-0123

Lutheran Social Services

1424 9th Ave S E Watertown
882-2740

Redlinger Lori MS LPC Life Coach

420 4th St N E Watertown
753-5520

Sanford Clinic - Watertown

Robert J. Buri PhD
901 4th St N W Watertown
886-8471

**C.A.R.E. (Continuous Assistance
Rehabilitation & Education) Connections**

329 1st Ave N E Watertown
882-9006

Women's Resource Center

504 S E 2nd Ave Watertown
886-4300

Medical Resources

Brown Clinic

506 2nd Ave S E Watertown
885-8482

Sanford Clinic

901 4th St N W Watertown
886-8471

Watertown Family Planning Clinic

703 S Broadway St Watertown
882-1852

Prairie Lakes Health Care Center

401 9th Ave N W Watertown
882-7000

Community Health Nurse

300 4th St Hayti
Angela
783-3681

Youth Family Services

**Big Brothers/Big Sisters of the Glacial Lakes
Region and Mentoring Moms**

901 4th St N W Watertown
886-1554

Boys & Girls Club of Watertown

1000 3rd Ave Watertown
886-6666

**Child Protection Services
SD Dept. of Social Services**

2001 9th Ave S W Suite 300 Watertown
882-5050

South Dakota Court Services

14 1st Ave S E Watertown
Codington County Courthouse
882-5110

**Department of Social Services
Economic Assistance**
2001 9th Ave S W Suite 300 Watertown
882-5000

SD Dept of Corrections - Foster Care
2001 9th Ave S W Suite 400 Watertown
882-5002

Inter-Lakes Community Action, Inc.
1221 N Maple Watertown
886-7674

**SDSU Cooperative Extension
Service/Codington County**
1910 West Kemp Ave Watertown
882-6300

SOCIAL SERVICE ORGANIZATIONS & SUPPORT GROUPS

Alcoholics Anonymous/Al-Anon
1021 N Gilbert Ave Watertown
886-9070

Common Bond
1296 4th St N W Watertown
886-9320

Bright Start Parenting
For Classes Contact:
1-800-354-8238

Watertown Volunteer Center
111 E Kemp Watertown
886-5270

Career Resources

South Dakota Career Center
2001 9th Ave S W Watertown
882-5131

**Watertown Area Career Learning Center,
Inc.**
2001 9th Ave S W Watertown
882-5080

EDUCATIONAL RESOURCES

Northeast Education Services Cooperative
210 5th St Hayti
783-3607

Public Health Services

Codington County Welfare Office
14 1st Ave S E Watertown
882-6286

**SD Department of Health, Office of
Disease Prevention**
913 5th St S E Watertown
882-5097

Codington County WIC Office
14 1st Ave S E
882-5181

VII-G. Hotline Numbers

AIDS/Sexually Transmitted Diseases

- Project Inform HIV/AIDS Treatment Hotline
800-822-7422
- **South Dakota** AIDS Hotline
In South Dakota: (800) 592-1861
National: (605_ 773-3737

Alcoholism and Drug Abuse

- National Drug & Alcohol Treatment Hotline
800-662-HELP
- The National Alcohol and Substance Abuse Information Center 1-800-784-6776

Child Abuse

- National Child Abuse Hotline
800-4-A-CHILD

Crisis

- National Youth Crisis Hotline
800-HIT-HOME
- National Adolescent Suicide Hotline
800-621-4000
- National Runaway Hotline
800-621-4000
- South Dakota Help! Line Center
(605) 339-4357
- National Suicide Prevention Lifeline at 1-800-273-TALK (1-800-273-8255),
TTY: 1-800-799-4TTY (4889)
800-64-PANIC

Domestic Violence

- National Domestic Violence Hotline
800-799-7233

Eating Disorders

- **1-858-481-1515**
National Eating Disorder Referral and Information Center
- **1-800-931-2237**
National Eating Disorders Association

Learning Disabilities

- Learning Disabilities Association
888-388-5553

VII-H. STATE AGENCIES AND ORGANIZATIONS

State Department of Education: Special Education

Ann Larsen, Director
Special Education Programs
Department of Education
Office of Educational Services and Supports
Pierre SD 57501-2291
(605) 773-3678
E-mail: ann.larsen@state.sd.us
Web: <http://doe.sd.gov/>

State Coordinator for NCLB (No Child Left Behind)

Diane Lowery, State Title I Director
South Dakota Department of Education
700 Governors Drive
Pierre SD 57501
(605) 773-6509
E-mail: diane.lowery@state.sd.us
Web: <http://doe.sd.gov/>

Programs for Infants and Toddlers with Disabilities: Ages Birth through 2

Sherrie Fines, Education Program Assistant Manager
Special Education Programs
Department of Education Offices
Office of Educational Services and Supports
700 Governors Drive
Pierre SD 57501-2291
(605) 773-3678; (605) 773-4478
(800) 305-3064 (in SD)
E-mail: sherrie.fines@state.sd.us
Web: <http://doe.sd.gov/oess/birthto3/index.asp>

Programs for Children with Disabilities: Ages 3 through 5

Special Education Programs
Department of Education Offices
Office of Educational Services and Supports
700 Governors Drive
Pierre SD 57501-2291
(605) 773-3678
Web: <http://doe.sd.gov/oess/specialed/index.asp>

State Vocational Rehabilitation Agency

Grady Kickul, Director
Division of Rehabilitation Services
Department of Human Services
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501-5070
(605) 773-3195
E-mail: grady.cickul@state.sd.us
Web: <http://dhs.sd.gov.drs/>

Coordinator for Transition Services

Dan Rounds, Transition Coordinator
Black Hills Special Services Coop
221 S Central
Pierre SD 57501
(605) 224-5336
E-mail: drounds@tie.net
Web: www.tsfp.org

Office of State Coordinator of Vocational Education for Students with Disabilities

Jerry Sauer, Education Program Specialist
Office of Career and Technical Education
South Dakota Department of Education
700 Governors Drive
Pierre SD 57501-2291
E-mail: jerry.sauer@state.sd.us
Web: <http://doe.sd.gov/octe/>

State Mental Health Agency

Amy Iversen-Pollreisz, Director
Division of Mental Health
Department of Human Services
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501-5070
(605) 773-5991; (605) 773-5990 (TTY)
E-mail: amy.overson-pollreisz@state.sd.us
Web: <http://dhs.sd.gov/dmh/>

State Mental Health Representative for Children and Youth

Revi Warne, Child and Adolescent Program Specialist
Department of Human Services
Division of Mental Health
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501-5070
(605) 773-5991; (605) 773-5990 (TTY)
E-mail: revi.warne@state.sd.us
Web: <http://dhs.sd.gov/dmh/>

Programs for People with Developmental Disabilities

Wanda Seiler, Division Director
Division of Developmental Disabilities
Department of Human Services
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501
(605) 773-3438; (800) 265-9684
E-mail: wanda-seiler@state.sd.us
Web: <http://dhs.sd.gov/dd/>

State Developmental Disabilities Representative for Children and Youth

Donna Olivier, Program Specialist
Division of Developmental Disabilities
Department of Human Services
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501-5070
(605) 773-3438; (800) 265-9684
(605) 773-5990 (TTY)
E-mail: donna.olivier@state.sd.us
Web: <http://dhs.sd.gov/dd/>

Councils on Developmental Disabilities

Arlene Poncelet, Executive Director
South Dakota Council on Developmental Disabilities
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501-5070
(605) 773-6369; (800) 265-9684
E-mail: Arlene.poncelet@state.sd.us
Web: <http://dhs.sd.gov/ddc/>

Protection and Advocacy Agency

Robert J. Kean, Executive Director
South Dakota Advocacy Services
221 S Central Ave
Pierre SD 57501
(605) 224-8294; ;(800) 658-4782 (in SD)
E-mail: sdas@sdadvocacy.com
Web: www.sdadvocacy.com

Client Assistance Program

Contact Protection and Advocacy Agency, above.

Programs for Children with Special Health Care Needs

Barb Hemmelman, Manager
MCH Programs
Children's Special Health Services
Health and Medical Services
Department of Health
615 E Fourth St
Pierre SD 57501
(605) 773-3737; (800) 305-3064
E-mail: barb.hemmelman@state.sd.us
Web: www.state.sd.us/doh

State CHIP Program

(health care for low-income uninsured children)
South Dakota Medical Assistance
(800) 305-3064
Web: www.state.sd.us/social/Medical/CHIP/index.htm

Programs for Children and Youth who are Blind or Visually Impaired

Gaye Mattke, Director
Service to the Blind and Visually Impaired
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501
(605) 773-4644
E-mail: infosbvi@state.sd.us
Web: <http://dhs.sd.gov/sbvi/>

Programs for Children and Youth who are Deaf or Hard of Hearing

Benjamin Soukup, CEO
Communication Services for the Deaf, Inc. (CSD)
102 N Krohn Place
Soux Falls SD 57103
(605) 367-5760 (V); (800) 642-6410 (V/in SD)
(605) 367-5761 (TTY); (866) 273-3323 (TTY)
E-mail: bsoukup@c-s-d.org
Web: www.c-s-d.org

Telecommunications Relay Services for Individuals who are Deaf, Hard of Hearing, or with Speech Impairments

(800) 877-1113 (V/TTY); 711 (TTY)
(877) 981-9744 (Speech to Speech)

State Respite Care Program

Kathy Olson, Program Specialist
Respite Care Program
Department of Human Services
Hillsview Plaza, East Highway 34
c/o 500 E Capitol
Pierre SD 57501-5070
(605) 773-3438; (800) 265-9684
E-mail: Kathy.Olson@state.sd.us
Web: <http://dhs.sd.gov/dd/respice/index.aspx>

State Education Agency Rural Representative

Contact State Department of Education: Special Education listed above

Regional ADA & IT Technical Assistance Center

Patrick Going, Director
DBTAC – Rocky Mountain ADA Center
Meeting the Challenge, Inc.
3630 Sinton Road, Suite 103
Colorado Springs, CO 80907
(719) 444-0268 (V/TTY); (800) 949-4232 (V/TTY)
E-mail: technicalassistance@mtc-inc.com
Web: www.adainformation.org

University Centers for Excellence in Developmental Disabilities

Judy Struck, Executive Director
Center for Disabilities
Health Science Center
1400 W 22nd St
Sioux Falls SD 57105
(605) 357-1439; (800) 658-3080 (V/TTY)
Web: www.usd.edu/cd

Technology-Related Assistance

Ron Rosenboom, Project Director
P O Box 218
Sturgis SD 57785
(605) 347-4467
E-mail: rosenboom@bhssc.tie.net
Web: <http://dakotalink.tie.net>

State Mediation System

Ann Larsen, Director
Special Education Programs
Department of Education Programs
700 Governors Drive
Pierre SD 57501-2291
(605) 773-3678
E-mail: ann.larsen@state.sd.us
Web: <http://doe.sd.gov/oess/specialed/complaint/index.asp>

Special Formal Library

Daniel W. Boyd Librarian
South Dakota Braille and Talking Book Library
State Library Building
800 Governors Drive
Pierre SD 57501-2294
(605) 773-3131; (800) 423-6665
E-mail: dan.boyd@state.sd.us
Web: www.sdstatelibrary.com/b&tb/index.htm

Disability-Specific Organizations

Attention Deficit Disorder

To identify an ADD group in your state or locality, contact either:

Children and Adults with Attention-Deficity/Hyperactivity Disorder (CHADD)
8181 Professional Place, Suite 150
Landover MD 20785
(301) 306-7070
(800) 233-4050 (Voice mail to request information packet)
Web: www.chadd.org

Attention Devicit Disorder Association (ADDA)

P O Box 543
Pottstown PA 19464-0543
(484) 945-2101
Web: www.add.org

Autism

To identify an autism group in your state, contact:

Autism Society of America
7910 Woodmont Avenue, Suite 300
Bethesda MD 20814
(301) 657-0881; (800) 3-AUTISM
Web: www.autism-society.org

Blind/Visual Impairments

Jaclyn Packer, Ph.D., Director of Information Center
American Foundation for the Blind
11 Penn Plaza, Suite 300
New York NE 10001
(212) 502-7600; (800) 232-5463
E-mail: afbinfo@afb.net
Web: www.afb.org

Learning Disabilities

James Huff, President
LDA of South Dakota
P O Box 9760
Rapid City SD 57709-9760
1-888-388-5553 (in SD only)
E-mail: dthom@rapidnet.com
Web: www.geocities.com/Athens/Ithaca/8835/AboutLDA-SD.I

Mental Health

Phyllis Arends, Executive Director
NAMI South Dakota
P O Box 88808
Sioux Falls SD 57109
(800) 551-2531
E-mail: namisd@midconetwork.com
Web: www.nami.org/sites/manisouthdakota

Speech and Hearing

Linda Ingerson, President
South Dakota Speech-Language-Hearing Association
P O Box 308
Sioux Falls SD 57101
(605) 331-2927
Web: www.sdslha.org

Organizations Especially for Parents

Parent Training and Information Center (PTI)

Elaine Roberts, Executive Director
South Dakota Parent Connection
3701 W 49th St, Suite 102
Sioux Falls SD 57106
(605) 3631-3171 (V/TTY); (800) 640-4553 (in SD)
E-mail: sdpc@sdparent.org
Web: www.sdparent.org

Parent Teacher Association (PTA)

Betty Ochsner, President
South Dakota Congress of Parents and Teachers
411 E Capitol
Pierre SD 57501-3194
(605) 224-0144
E-mail: sd_office@pta.org
Web: www.southdakotapta.org

No Child Left Behind – Parent Information and Resource Center

Mary Baumeister, Director
South Dakota Parent Resource Network
P O Box 218
Sturgis SD 57785
(800) 219-6247; (605) 347-6260
E-mail: lLaughlin@bhssc.tie.net
Email: maryb@bhssc.tie.net
Web: www.bhssc.org/sdprn

Other Disability Organizations

Ann Bush, CEO/Executive Director
Easter Seals South Dakota
1351 N Narrison Ave
Pierre SD 57501
(605) 224-5879; (800) 591-1852
E-mail: abush@sd.easterseals.com
Web: www.sd.easterseals.com

Kim Kahler, Chair
South Dakots Family Support Council
2681 Sussex Place
Pierre SD 57501
(605) 224-7927

Shelly Pfaff, Executive Director
South Dakota Coalition of Citizens with Disabilities
221 S Central Ave
Pierre SD 57501
(800) 210-0143 (V/TTY); (605) 945-2207 (V/TTY)
E-mail: shellyp@sd-ccd.org
Web: www.sd-ccd.org

Independent Living

To find out the contact information for the Statewide Independent Living Council (SILC) in your state, contact:

Independent Living Research Utilization Project
The Institute for Rehabilitation and Research
2323 South Sheppard, Suite 1000
Houston TX 77019
(713) 520-0232 (V); (713) 520-5136 (TTY)
E-mail: ilru@ilru.org
Web: www.ilru.org

To find out the contact information for centers for independent living (CILs) in your state, contact:

National Council on Independent Living
1710 Rhode Island Avenue, NW, 5th Floor
Washington DC 20036
(202) 207-0334 (V); (202) 207-0340 (TTY)
E-mail: ncil@ncil.org
Web: www.ncil.org

VII-I. BUSING

1. BUS USE POLICY

The School Board may allow non-profit civic organizations or other government entities to use vehicles owned by the school district to transport persons to various activities deemed by the School Board to be in the public interest. The Hamlin School Board may rent the use of motor vehicles belonging to the District for any purpose which the Board considers advisable as a community service. The use may not interfere with school activities. Any person or persons or public body using such school vehicles is responsible to the district for any and all damages that may be caused by reason of the use. If the use of a school bus is granted by the School Board pursuant to law, the school district is not liable for suit or damages which may arise as a result of the use. Use of school buses may be authorized only to a non-profit club, group, organization, fraternal society, association or corporation for the transportation persons under the age of 21 years, or non-profit organization to provide transportation to persons age 55 years or older or to transport those by reason of a physical or mental handicap or are unable to utilize conventional public transportation, or adult authorized by the school board in connection with school activities.

When use is granted by the board, or its representative, the organization granted such use shall not take the bus more than 400 miles - (unless authorized by the School Board) in any direction from the district, shall provide a driver who is fully qualified to drive the bus as required by the laws of this state. Provide evidence of insurance coverage similar to, with the limits no less than, the insurance coverage which is in effect while the motor vehicle is used for the transportation of school children, school personnel or other adult persons authorized by the school board in connection with school activities.

The fee for such use, if granted, shall be the cost of consumed fuel, and the daily rate of insurance.

Adopted this 11th day of February, 1992.

2. BUSING

The Hamlin School District has provided a fleet of buses for those who ride to school on them and the school board has employed reliable, responsible and trained people to drive these buses. The bus driver is an official representative of the school and has full authority to discipline students on the bus. It is the duty of each student who rides the bus to do his/her part to keep the buses in good condition and to abide by the stated rules.

- A. Students should be on time. If the bus had to wait as much as one minute at each stop, it would be 20 to 30 minutes late to school.
- B. The loading of students will be done at regular stops and loading zones only. Students should not stand in the traffic lanes while waiting for the bus or to rush to the bus. Students should not approach the bus until it has come to a complete stop.
- C. All students must be seated while the bus is in motion.
- D. Keep head, arms and hands inside the bus.
- E. The aisles must be kept as clear as possible. Traffic through them must not be blocked.
- F. Boisterous or profane language will not be tolerated.
- G. Absolutely no smoking and/or possession of drugs or other controlled substances will be permitted on the bus.
- H. The bus driver is responsible for the safety and welfare of the students in the bus and should never be bothered or distracted in any way which will interfere with responsible, safe driving. Rowdiness, pushing, crowding, shouting or unnecessary noises will not be permitted.
- I. All school buses must stop for railroad crossings as a matter of safety as well as law. Students must be quiet at this time.
- J. Students will assist the driver in keeping the interior of the bus clean. No food or drink may be consumed on the bus. The throwing of anything on the bus will not be tolerated. It is against the state law to throw anything from a vehicle on the streets or highways.
- K. Students will immediately report to the bus driver any damage occurring on the bus. The party responsible, or their parents, will be held responsible for the total cost of the property replacement or repair.
- L. Students will not open or close the windows without the permission of the bus driver.

- M. Bus drivers will not discharge riders at any other place than the regular stops without proper authorization from parent or school official.
- N. If it is necessary to cross the road when leaving the bus, students shall cross at least 10 feet in front of the bus in full view of the driver and cross only after looking to be sure no vehicles are approaching from either direction, and at the signal of the driver.
- O. In the event of road emergency, students are to remain in their seats, unless otherwise directed by the bus driver.
- P. Each student is expected to inform the driver if he/she is not returning on the bus. If the student fails to do so, the driver is relieved of responsibility.
- Q. Courtesy is expected at all times, both to the driver and to the other passengers on the bus.
- R. Any misconduct will be reported to the principal of the school.
- S. Non-bus students are discouraged from riding on an incidental basis and will not be allowed to do so without a written parental note.
- T. All children riding a bus other than their own must get permission from the bus driver of the bus they intend to ride or from the director of transportation.
- U. When students are not riding the bus in the morning, the parent should call the bus driver before 7:00 a.m. or the home of the student directly preceding them so he/she can transmit this information to the driver and save him/her the time of making that stop.

Any bus passenger that cannot abide by accepted rules and regulations for bus transportation will be denied that privilege. With a "First Offense", a telephone call will be made to the parents informing them of the discipline problem and the actions that will be taken if the discipline problem continues. A "Second Offense" will deny bus transportation for a period of one week. A "Third Offense" will deny bus transportation for the remainder of that given school year.

3. ADDITIONAL RECOMMENDATIONS ON BUSING

- A. It will be the responsibility of each bus driver to go over bus regulations with all the children on the bus just before discharging them on the first day of school, explaining also the reasons behind specific rules. Follow-up in the classroom is also recommended through teacher presentation, and the rules should be posted in the classroom.
- B. Each student riding the bus shall be given a copy of the rules and regulations on the first day of school.
- C. Loading and unloading of the students at the Hamlin Education Center must be supervised by someone other than the bus drivers.
- D. Rules must be enforced uniformly by each driver with complete support from the administration.
- E. Should violations of any bus rules occur, the parent shall be notified. Punishment will be administered according to the violation and its severity. This punishment can range from a verbal reprimand to removal of all bus privileges.

EXAMINATION AND TRAINING

It is essential that school buses be operated by properly licensed drivers who have passed all examinations prescribed by state statute and the Department of Public Safety. Bus drivers are required, in accordance with state law, to have a physical examination every other year.

DRUG AND ALCOHOL TESTING REQUIREMENTS

The school district shall comply with federal law, rules and regulations related to a drug and alcohol testing program for transportation personnel. Transportation employees are prohibited from refusing to take the required tests when requested or required as outlined by federal law, rules and regulations.

CRIMINAL BACKGROUND INVESTIGATION

Each person over the age of eighteen (18) years of age hired by a school district shall submit to a criminal background investigation as required by SDCL 13-10-12, or its successor. The school district shall abide by the requirements of said criminal background investigation statutes and shall have the rights conferred by said statutes.