

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Monday, October 24, 2022

**VANDENBERG ELEMENTARY SCHOOL - Library Conference Room
561 Briggs Street
Box Elder, SD 57719**

5:00 PM

DOUGLAS SCHOOL DISTRICT INVITES YOU TO ATTEND A SCHEDULED ZOOM ROOM MEETING:

Join Zoom Meeting

<https://sdk12.zoom.us/j/97565545868?pwd=NUtUU3BCb2lPa2VNNTdhZldydlpIQT09>

Meeting ID: 975 6554 5868

Passcode: 429249

Individuals attending virtually and desiring to speak during public forum should email their request to the Superintendent's Office (Kevin.Case@k12.sd.us or Jackie.McPherson@k12.sd.us), including all identifying information by noon of the day of the board meeting.

1. Call Meeting To Order:
2. Pledge of Allegiance and Moment of Silence In Honor Of Fallen Soldiers And Active Duty Persons:
3. Recognition:
4. Public Forum:
5. Approval of Agenda.
6. Consent Agenda Items:
 - A. Approval of Regular Meeting Minutes for October 11, 2022.
 - B. Approve Personnel Action.
 - C. Approve Financial Reports
 - D. Approve the Purchases and Issuing of Accounts Payable.
 - E. Approve Conflict Disclosures and Waiver Authorizations Pursuant to SDCL 3-23-3.
 - F. Approve 2024 Music & Drama Field Trip to Branson, MO.

- G. Approve Overnight and Out-of-State Trip Requests for Robotics.
 - H. Approve Update of ESSER III School District Plan.
7. Items Removed From Consent Agenda
8. Elementary and Secondary Curriculum and Instruction Items:
- A. 22 - 23 Douglas School District Report Card
 - B. Approve Memorandum of Understanding (MOU) with Great Plains Tribal Leaders' Health Board for the Connecting With Our Youth Navigator Program.
 - C. 18 - 21 Year Old Transition Program
- The Douglas School District has partnered with the Department of Human Resources, Division of Rehabilitation on a grant-based funding mechanism to establish an Adult Transition Program. This fall, DSD launched the program, The Bridge Program, to serve students with disabilities ages 18-21 as they transition to independent living and integrated employment.
9. Superintendent Items:
10. Fiscal Resources Items:
- A. Approve the Following Grant Budgets:
 - (1) Title I, Part A - Improving Academic Achievement of Disadvantaged
 - (2) Title II, Part A - Improving Teacher Quality - Class Size Reduction
 - (3) Title IV, Part A - Student Support and Academic Enrichment Grants
11. Operational Support Services Items:
- A. Consider Request of Transportation Dept. for Early Purchase of one (1), 71 Passenger Bus through ESSER Budget.
12. Reports:
- A. Superintendent:
 - B. Committee Reports From Board Members and Comments from Associate Board Members
13. Upcoming Calendar Events:
- October 26 - Strategic Direction Meeting
 - November 9 - Joint Meeting with WDTC Board, 11:30 am
 - November 11 - Holiday
 - November 14 - BOE Meeting
14. Transition to BOE Work Session.
15. Adjournment.

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH
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Public Participation at Board Meetings

The School Board recognizes and respects the input which may be provided by the public on school district matters. The Board also recognizes and respects the distinction between a school board meeting that is open to the public and a public hearing held by the school board.

- At a school board meeting which is open to the public, members of the public may be present, observe and listen to the school board conduct its business and may speak during the school board meeting consistent with this policy.
- At a public hearing held by the school board, there is usually one topic to be presented by the District and discussed. The public is given the opportunity to speak and be heard on the topic which is the reason for the public hearing. This type of meeting allows for public participation under the rules designed specifically for that meeting and is not subject to this policy.

This Policy applies only to regularly scheduled school board meetings held in open session. Matters addressed in executive session pursuant to SDCL 1-25-2 are not open to the public.

Personnel matters or complaints that directly or indirectly identify an employee shall not be discussed. Complaints against school employees or students, and complaints related to sexual harassment or bullying, must be addressed according to specific school district policies before being addressed by the School Board.

When a complaint against a school employee or a student is brought to the Board during the public forum, the Board President will direct the person bringing the complaint to the applicable complaint procedure. The complaint procedures are designed to ensure the proper balance in protecting the rights of the person(s) bringing the complaint and the rights of the person against whom the complaint is made. The Board will address the complaint only if the matter has been appealed to the Board pursuant to the applicable complaint policy

Persons making references about a specific school employee or employees, or a specific student or students during the public forum should be mindful that based upon what the person says during the public forum the employee(s) or student(s) about whom the comments are made may have legal recourse against the person voicing the complaint.

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative, or threatening, shall not make comments which

are disrespectful to one or more persons, and shall not use profanity.

The time designated for Public Forum on the agenda shall be immediately before the adoption of the meeting agenda by the school board.

In order to assure that the Board may conduct its meetings in a respectful and efficient manner, the procedure for public participation at regularly scheduled monthly school board meetings is as follows:

1. Agenda and Non Agenda Items:

- a. Before the meeting is called to order, an individual who desires to speak at a school board meeting must in writing inform the Superintendent, the Business Manager or the Board President of the person's desire to speak and the topic upon which the person intends to speak. The requesting party must sign a form (prepared by the school district) with their name, address, email and topic to be addressed. Individuals attending virtually and desiring to speak during public forum, should email their request to the superintendent's office, including all identifying information, by noon the day of the meeting.
- b. During the time designated for Public Forum, the Board President will recognize the person who signed up to speak and the person may speak on the topic according to the rules set forth in this policy
- c. A speaker shall be granted 5 minutes to present comments to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by a majority of school board members present and voting, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- d. Should a number of persons wish to address the school board on the same agenda item, or should the comments become repetitious, the School Board President, in the President's sole discretion, may shorten the time for comments to two minutes per person in order that persons wishing to address the school board may be heard and still allow the school board sufficient time to conduct its agenda business.

2. Adding an Item to the School Board Meeting Agenda in Order to Request Specific School Board Action:

- a. Any person or delegation (with one person being the spokesperson for the delegation) making a specific request to the school board which would require formal action by the school board must present a written request to the Superintendent for the item to be placed on the school board meeting proposed agenda. The written request must be submitted to the Superintendent at least five calendar days before the school board meeting.
- b. The specific request to add an item to the agenda shall clearly identify what is being requested and why, signed by the person making the request, and include the person's name, address, email and telephone number.
- c. The Superintendent will forward the request to the School Board President and the Board President will decide whether the item will be placed on the proposed agenda. Whether any item is to be addressed at the school board meeting is determined by a majority of school

board members at the beginning of the school board meeting when the school board adopts the proposed agenda as printed or adopted after being modified.

- d. If the item on the meeting agenda is adopted by the school board, the person or spokesperson for the delegation who has submitted the request for specific school board action will be granted 10 minutes to explain the request to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by the majority of school board members present, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- e. In the sole discretion of the school board, requests to the school board for specific action submitted after the proposed agenda has been posted may be:
 - deferred until the next regular meeting or a special school board meeting, or
 - added to the meeting agenda for discussion purposes only, or
 - added to the agenda for discussion and possible action.

3. Authority of Presiding Officer:

The Board vests in its presiding officer the authority to terminate the right of any person to speak at the end of the time granted pursuant to provision 1.d, provision 1.e, or provision 2.d. as set forth in this policy. The presiding officer may also terminate the right of a person to speak at a school board meeting should the person cause public inconvenience, annoyance, or alarm to the school board or any person, engage in threatening behavior, make unreasonable noise, disturb or be disruptive of an official school board meeting, or when comments are disrespectful to one or more persons, boisterous, argumentative, threatening, or contain profanity.

If deemed necessary by the presiding officer, the presiding officer may contact local law enforcement to have a person removed from the school board meeting as it is a violation of law for a person to intentionally cause or create a risk of serious public inconvenience, annoyance, alarm or disturbance at a school board meeting.

REFERENCES

State Reference:

SDCL 1-25-1	Official meetings open to the public
SDCL 1-25-2	Executive or closed meetings
SDCL 13-32-6	Disturbance of school as a misdemeanor
SDCL 13-8-39	Management of schools by board
SDCL 22-18-35(3)	Disturbing any lawful assembly or meeting

Policy Cross Reference:

BD	School Board Meetings
BDDB	Board Meeting Agendas and Format
BDDC	Agenda Preparation and Dissemination

Adoption History

Approved	9/8/1977		
First Reading of Revision	10/10/1985		
Approved - Revision	11/14/1985		
First Reading	11/17/2014		
Approved	12/8/2014		
First Reading-Rewrite	2/13/2017		
Approved	2/27/2017		
First Reading-Revision	2/28/2022		
Approved	3/14/2022		

**DOUGLAS SCHOOL BOARD
REQUEST TO COMMENT
SPEAKER SIGN IN**

DATE _____

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative or threatening, shall not make comments which are disrespectful to one or more persons, and shall not use profanity.

Please print legibly.

	Name & Address	Email & Phone #	Topic / Item #
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SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH-E(2)
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Introduction to Public Forum

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

This is the time for the Public Forum.

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

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

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

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

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

Adopted: 3/14/2022

MINUTES
DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION MEETING

Tuesday, October 11, 2022

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Tuesday, October 11, 2022 at 5:00 PM in the library conference room at Vandenberg Elementary School, Box Elder, South Dakota. President Tanya Gray presided. Those present were:

Tonya Amaral: Present, Tanya Gray: Present, Amy McGovern: Present, Cathy Melendez: Present, Chris Misselt: Present. Melendez attended via zoom/phone

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

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

Superintendent Kevin Case recognized Middle School Science teacher, Kevin Militello for his initiative and hard work in making Douglas Middle School the first West River site for Ground Works--Midwest's Teaching Garden Program. The teaching garden will provide students with an innovative and interactive educational experience. Last month, the program started with students building and filling the five garden beds located at the middle school.

President Tanya Gray commended Jennifer Garner and Gina Giesey for the outstanding dinner prepared and served at the ASBSD Region Meeting on September 28.

There was nothing for public forum.

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

Motion to approve the consent agenda - Items #6A, C-G. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Approved Regular Board Meeting Minutes for September 26, 2022.

Approved Accounts Payable Report (Attachment)

Approved September 2022 Payroll Reports (Attachment)

Approved overnight and out-of-state High School Debate Trip Requests.

Approved the 2022-23 Softball Club Lettering Agreement.

Approved the High School Assistant Dance Coach position, salary to align with Appendix B, Category 6.

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

Motion to approve Item 6B - Personnel Action. This motion, made by Amy McGovern and seconded by Tonya Amaral, Carried. Abstain (With Conflict): Gray

Elementary and Secondary Curriculum and Instruction Items:

Ann Pettit, Executive Director of Elementary Academics and Kit Veit, Executive Director of Secondary Academics presented an overview of the Fall K-12 academic data. Ms. Pettit showed the comparison of historical and current K-5 Acadience reading data, which is beginning to show a consistent pattern of growth. Ms. Veit covered the 6-12 MWEA MAP data in Math, Reading, and Science broken down by grade levels. They covered the action steps for both elementary and secondary levels.

Superintendent Items:

Todd Kwiecinski of DLR Group showed a virtual tour consisting of five short videos of different areas of the proposed new elementary building. The videos will be available to the public in the future.

Recently, a small group which included Superintendent Kevin Case, as well as elementary and secondary teachers attended the VS America Experience in Charlotte, North Carolina. The conference showed the research and importance of learning spaces being flexible, movement-oriented spaces that actively engage and encourage collaboration; and the role that furniture plays in that configuration.

Motion to approve Amy McGovern as the delegate representative and Cathy Melendez as alternate for the 2022 ASBSD Delegate Assembly. This motion, made by Cathy Melendez and seconded by Chris Misselt, Carried.

Motion to approve Student Assignment Requests as recommended to attend Douglas School District for the 2022-23 school year. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Fiscal Resource Items:

Motion to approve agreement with DA Davidson to represent the district for bond underwriting. This motion, made by Amy McGovern and seconded by Tonya Amaral, Carried.

Motion to approve the Following Grant Budgets: (1) Title VI - Indian Education (2) MTSS - Multi-Tier System of Support (3) AFJROTC - Air Force Junior ROTC (4) ESSER II - Coronavirus Response and Relief Supplemental Appropriation - Elementary and Secondary School Emergency Relief Fund (5) ESSER III - American Rescue Plan Act - Elementary and Secondary School Emergency Relief Fund. This motion, made by Amy McGovern and seconded by Tonya Amaral, Carried.

Reports:

Superintendent Kevin Case thanked Technology Coordinator Lane Johnson and B&G

Coordinator Jace Waltman for their collaborative efforts for the new monitors and equipment in the board room.

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

Tonya Amaral reported the Booster Club is doing a Sweet Treat fundraiser at the volleyball invitational on Saturday. The next Booster Club meeting is October 17.

CMSgt Rasmussen thanked Ann Pettit and the District for supporting the recent successful base town hall meeting for military parents. It's an opportunity to show the base and school are connected.

Several board members commented that they appreciated the data being presented at the meeting.

Tanya Gray reported on the recent ASBSD Region Meeting that all board members attended. They reviewed current resolutions, standing position and updates to be voted on at the Delegate Assembly in November in preparation for the 2023 Legislative Session. She asked board members to give their feedback to Amy McGovern on what best represents Douglas.

Motion to adjourn the meeting at 6:25 p.m. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Tanya Gray, President

Trista Olney, Business Manager

_____ Initials

_____ Date

Published once at the total approximate cost of _____.

Board Report - For School Board 10/14/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
AMAZON.COM	181384		5,828.68
AMERICAN TIME & SIGNAL COMPANY, INC.	181385		128.71
AMICK SOUND INC	181387		133.11
ASBSD	181388		80.00
AVI SYSTEMS INC	181389		3,118.50
BHSU MUSIC DEPT	181390		80.00
BJ'S INSTRUMENT REPAIR	181391		120.00
BORDER STATES ELECTRIC INC	181392		117.93
BOULDER CANYON COUNTRY CLUB	181393		18.00
BOX ELDER HARDWARE	181394		800.50
BRIGHTLY SOFTWARE	181395		1,601.41
CAROLINA BIOLOGICAL SUPPLY COMPANY	181396		969.00
CARQUEST AUTO PARTS	181397		199.92
CASE, KEVIN	181398		1,885.30
CENTRAL HIGH SCHOOL ACTIVITIES	181399		75.00
CENTURYLINK	181400		456.20
DAKOTA BUS SERVICE, INC.	181403		5,671.00
DAYS INN- MITCHELL	181404		605.00
DENNIS SUPPLY-RC	181405		1,307.58
FIDUCIARY ACCOUNT	181406		6,049.66
FOOD SERVICE	181407		21.25
GEYER INSTRUCTIONAL AIDS INC	181408		153.95
GRAINGER, INC	181409		263.76
HILLYARD INC	181410		3,389.77
IMAGINE LEARNING INC	181411		400.00
KILOWATT ELECTRIC INC.	181412		5,021.05
LAKESHORE LEARNING MATERIALS	181415		140.24
LAKEVIEW GOLF COURSE	181416		30.00
LIFT PRO	181417		165.38
MARSH & MCLENNAN AGENCY LLC	181418		51,855.09
MENARDS	181419		367.98
MG OIL COMPANY, INC.	181420		13,509.69
MIDWEST TECHNOLOGY PRODUCTS	181421		1,850.77
MOSYLE CORPORATION	181422		64.12
NASCO	181424		59.46

Board Report - For School Board 10/14/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
NATIONAL AUTISM RESOURCES	181425		40.48
POSITIVE PROMOTIONS INC.	181427		62.91
QUALITY INN	181428		101.95
RAPID CITY JOURNAL	181429		744.99
RIVERSIDE TECHNOLOGIES INC	181430		10,859.00
ROYAL FLUSH PORTABLES, LLC	181431		110.00
RUSHMORE PLAZA HOLIDAY INN	181432		70.26
SASD	181433		1,131.00
SCHOLASTIC INC.	181434		1,302.18
SCHOOL SPECIALTY INC.	181435		106.16
SEAT SACK	181437		764.05
SOUTH DAKOTA ONE CALL	181438		155.40
STEREO OPTICAL COMPANY	181439		140.00
STONE, GREG	181440		130.00
STUKERJURGEN, LUANN	181441		995.00
SWEETWATER SOUND INC	181442		138.99
SWIFTEC INC	181443		3,484.96
TEACHER INNOVATIONS INC	181445		432.00
TIE	181447		5,850.00
VERIZON WIRELESS	181448		268.61
VOYAGER FLEET SYSTEMS, INC.	181450		522.59
WELLMARK BLUE CROSS BLUE SHIELD FSA	181451		475.20
WESTERN COMMUNICATIONS, INC.	181452		1,229.00
WIEMAN, CHRISTOPHER	181453		648.00
GENERAL FUND			<hr/> 136,300.74
AMAZON.COM	181384		201.13
CO-OP ARCHITECTURE	181401		446,250.00
RIVERSIDE TECHNOLOGIES INC	181430		47,640.00
CAPITAL OUTLAY			<hr/> 494,091.13
ADAPTIVE SPECIALTIES	181383		189.00
AMAZON.COM	181384		847.13
AMERICINN OF CHAMBERLAIN	181386		102.00
COUNCIL OF ADMINISTRATORS OF SPECIAL	181402		395.00
FIDUCIARY ACCOUNT	181406		2,012.10
KLEINSCHMIDT, JENNIFER	181413		99.95
N2Y LLC	181423		567.60

Board Report - For School Board 10/14/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
NCS PEARSON, INC.	181426		195.00
QUALITY INN	181428		126.26
SD DEPARTMENT OF HUMAN SERVICES	181436		2,455.52
TAESE/USU	181444		225.00
VOLUNTEERS OF AMERICA, DAKOTAS	181449		909.00
SPECIAL ED			<hr/> 8,123.56
AMAZON.COM	181384		59.99
FIDUCIARY ACCOUNT	181406		2,782.00
KLETT WORLD LANGUAGES	181414		3,442.35
RIVERSIDE TECHNOLOGIES INC	181430		2,880.00
THINKING COLLABORATIVE, LLC	181446		283.80
GRANTS			<hr/> 9,448.14
			<hr/> 647,963.57
AMAZON.COM	11880		866.36
CASH-WA DISTRIBUTING COMPANY, INC.	11881		431.36
CASH-WA DISTRIBUTING COMPANY, INC.	11882		17,941.35
COCA-COLA BOTTLING CO HIGH COUNTRY	11883		944.00
DAKOTA WAREHOUSE	11884		180.00
DOMINOS PIZZA- BOX ELDER	11885		1,998.00
PAN-O-GOLD BAKING COMPANY, INC.	11886		896.42
PRAIRIE FARMS	11887		5,758.26
REINHART FOOD SERVICE LLC	11888		31,485.44
RIVERSIDE TECHNOLOGIES INC	11889		3,352.00
SERVALL TOWEL & LINEN SUPPLY, INC.	11890		157.36
FOOD SERVICE			<hr/> 64,010.55
			<hr/> 64,010.55
Grand Total:			<hr/> 711,974.12

PAYROLL EXPENDITURES

SEPTEMBER 7 2022

SEPTEMBER 21 2022

TOTALS

\$1,006,224.95

\$1,140,353.15

DOUGLAS SCHOOL DISTRICT**PERSONNEL ACTION 10/11/2022****Certified Teaching Contract Amendments**

	Sherri Horan	National Board Certification	\$1,000.00 bonus - Year 2 of 5	2022-2023 School Year

Employee Leave of Absence Requests

	Name	Building	Position	Dates
	Darling Crow	Vandenberg	Nurse	12/17/2022-1/13/2023

Certified Professional Growth Plans

	Name	Building	Position	
	Timothy Fischer	Douglas Middle School	SPED Teacher	
	Lauryn Mobley	Vandenberg	5th Grade Teacher	

Certified Voluntary Separation Return to Work Notifications

	Name	Building	Position	
	E Orange Johnson	Douglas High School	Science Teacher	

Certified Resignations/Retirements/Terminations

	Name	Position	Location	Effective Date
	Myrna Becker-Resigning	Vandenberg	Counselor	End of 2022-2023 School Year
	Naomi Hatfield-Retiring	Douglas High School	Activities Director	End of 2022-2023 School Year
	Delores Martin-Retiring	Douglas Middle School	Mathmatics teacher	End of 2022-2023 School Year
	Meghan Melcher-Resigning	Vandenberg	SPED Teacher	End of 2022-2023 School Year
	Bart Popowski _ Resigning	Douglas Middle School	7th Grade English	End of 2022-2023 School Year
	Carol Woldstad-Resigning	Vandenberg	4th Grade Teacher	End of 2022-2023 School Year

Classified Resignations/Retirements/Terminations

	Name	Position	Location	Effective Date
	Christina Dashner	SPED AIDE	Patriot Elementary (FC)	10/17/2022
	Leslie Pearce	Lunchroom Supervisor	Patriot Elementary (FC)	10/6/2022
	Lacey Spradling	Cook	Food Service	10/6/2022

Certified Staff Hiring				
	Name	Position	Location	Effective Date
	Cassie Hamer	SPED Teacher	Douglas Middle School	October 11, 2022
				September 21, 2022
Classified Staff Hiring				
	Name	Bldg/Position/Hrs	Salary	Effective Date
	Jennifer Kleinschmidt	DMS/SPED Aide/7 hrs	E/1 \$15.00 per hour	8/25/2022
	Kelsey Nilson	HS/SPED Aide/7 hrs	E/1 \$15.00 per hour	10/11/2022
Temporary Hires				
	Name	Position	Salary	Effective Date
	Jason Boeding	Assistant Track and Field Track		2022-2023 School Years
Substitute Hires				
	Name	Substitute Teacher	Substitute Classified	Effective Date
	Brooke Clark	\$16.00 per hour	95% of Step 1	9/13/2022
	Elizabeth Combs	\$16.00 per hour	95% of Step 1	9/13/2022
	Isabella Johnson	\$16.00 per hour	95% of Step 1	9/13/2022
	Kathy Minney	\$16.00 per hour	95% of Step 1	9/21/2022
	Andrea Murphy	\$20.00 per hour	95% of Step 1	9/13/2022
	Angelwea Singh	Custodial only	95% of Step 1	9/27/22
	Curtis Singh	Custodial only	95% of Step 1	9/27/22
**	Personnel Action additions and updates made after initial publication and before scheduled school board meeting.			

DOUGLAS SCHOOL DISTRICT**PERSONNEL ACTION 10/24/2022****Employee Leave of Absence Requests**

Thomas Hancock	Douglas Middle School	Art Teacher	Medical leave of Absence exteded to 12/11/2022
Megan Knudson	Patriot Elementary (BC)	Kindergarten teacher	Medical leave of Absence starting 1/18/2023

Certified Professional Growth Plans

Name	Building	Position	
Cassie Hamer	Douglas Middle School	SPED Teacher	10/20/2022

Certified Resignations/Retirements/Terminations

Name	Position	Location	Effective Date
Jennifer Jordan	Douglas High School	Science Teacher	End of 2022-2023 School Year
Cooper Woodrow	Patriot Elementary (FC)		Effective 10/11/2022 2022-2023 School Year Assessed \$4000 for Liquidated Damages as per terms of his contract

Classified Resignations/Retirements/Terminations

Name	Position	Location	Effective Date
Amanda Stenkamp	Secretary	DMS	10/11/2022

Classified Voluntary Transfer Request

Name	From Bldg/Position/Hrs	To Bldg/Position/Hrs	Effective Date
Kathrine MIner	DMS/Food Service Worker/4 hours	DMS/Food Service Worker/4.5 hours	9/26/2022
Elizabeth Spears	DMS/Food Service Worker/4.5 hours	VES/Food Service Worker/6.5 hours	9/26/2022

Classified Staff Hiring

Name	Position	Location	Effective Date
Michelle Randall	Food Service Cook	Douglas Middle School	10/24/2022
Duncan Witt	SPED Aide (18-21 Program)	Carrousel	10/25/2022

Temporary Hires

	Name	Position	Salary	Effective Date
	Livey Bright	HS Assistant Competitive Dance Coach	\$1,789.00 per yr	2022-2023 School Year
	Cassie Hamer	MS Fall Drama Coach - 1 Year Only	\$2,872.00 per yr	2022-2023 School Year
	Tori Nielson	HS Assistant Girls Basketball	\$3,138.00 per yr	2022-2023 School Year
	Tori Nielson	MS Head 7th Grade Girls Basketball	\$4,020.00 per yr	2022-2023 School Year
	Brian Palmer	MS Student Council Advisor- 1 Year Only	\$1,545.00 per yr	2022-2023 School Year
	Lindsay Scott	MS Assistant Fall Drama Coach - 1 Year Only	\$1,762.00 per yr	2022-2023 School Year
	Will Velez	MS Assistant Wrestling Coach - 1 Year Only	\$2,470.00 per yr	2022-2023 School Year
	Keana Walton	Activity Worker	\$10 per hour	10/1/2022

Substitute Hires

	Name	Substitute Teacher	Substitute Classified	Effective Date
	Hanna Crow	\$16.00 per hour	95% of Step 1	10/24/2022
	Trent Musfelt	\$16.00 per hour	95% of Step 1	10/12/2022
	Elizabeth Spears	\$16.00 per hour	95% of Step 1	10/14/2022
	Christina Wasil	\$16.00 per hour	95% of Step 1	10/18/2022

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

September 1, 2022 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 08/ 31/ 22	\$2,645,690.68	(\$25,522.41)	\$2,083,886.44
RECEIPTS:			
TAXES	\$18,077.21	\$10,724.23	\$6,863.72
TUITION			
INTEREST	\$448.70		
ADMISSIONS	\$4,621.00		
LOCAL	\$31,471.33	\$140.44	
COUNTY	\$13,094.73		
STATE	\$1,305,081.00		\$168,389.00
FEDERAL		110,523.00	
OTHER	\$1,398.30		
INTERFUND TRAN.	\$6,408.87		
LOANS			
TOTAL RECEIPTS:	\$1,380,601.14	\$121,387.67	\$175,252.72
DISBURSEMENTS:			
	\$354,979.91	\$132,258.65	\$296,087.68
SALARIES	\$1,707,021.23	\$0.00	\$322,147.17
TRANSFERS OUT			
BALANCE 09/30/22	\$1,964,290.68	(\$36,393.39)	\$1,640,904.31
BALANCE 09/ 30/ 21	1,367,874.95	3,004,705.60	1,945,715.16

September 1, 2022 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 08/ 31/ 22	(\$2,140,346.43)	\$50,460.60
RECEIPTS:		
TAXES		
INTEREST		
LOCAL		
STATE		
FEDERAL		
PREMIUMS		
REIMBURSEMENTS	\$195,494.25	
OTHER (LOCAL) -AFROTC	\$1,170.15	
INTERFUND TRAN.		
OTHER (LOCAL) -LIBRARY		
TRANSFER IN		
TOTAL RECEIPTS:	\$196,664.40	\$0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	\$139,024.44	\$0.00
SALARIES	\$345,566.26	\$0.00
TRANSFERS OUT		
EXPENDITURES		
BALANCE 09/30/22	(\$2,428,272.73)	\$50,460.60
BALANCE 09/ 30/ 21	(684,726.79)	55,338.70

September 1, 2022 FINANCIAL	DEP CARE	ENTERPRISE	IMPACT AID
BALANCE 08/ 31/ 22	\$372.59	\$0.00	\$22,948,436.54
RECEIPTS:			
INTEREST			\$6,408.87
TUITION			
STATE			
FEDERAL			\$35,280.00
LOCAL	\$1,373.76		
OTHER			
INTERFUND TRAN.			
LOANS			
PREMIUMS			
TOTAL RECEIPTS:	\$1,373.76	\$0.00	\$41,688.87
DISBURSEMENTS:			
VERIFIED CLAIMS	\$500.00	\$0.00	\$6,408.87
SALARIES	\$0.00	\$0.00	\$0.00
EXPENDITURES/ TRANSFERS OUT			\$0.00
BALANCE 09/30/22	\$1,246.35	\$0.00	\$22,983,716.54
BALANCE 09/ 30/ 21	565.04	4,714.21	22,778,419.54

September 1, 2022 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS	MEDICAL REIMB-125
BALANCE 08/ 31/ 22	\$364,417.92	\$250,117.28	\$1,143.87
RECEIPTS:			
INTEREST			
SALES	\$72,055.86		
STATE			
FEDERAL	\$1,366.00		
LOCAL	\$1,232.23	\$39,494.19	\$1,500.02
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	\$74,654.09	\$39,494.19	\$1,500.02
DISBURSEMENTS:			
VERIFIED CLAIMS	\$51,800.76	\$80,382.39	\$1,628.55
SALARIES	\$22,449.32	\$0.00	\$0.00
BALANCE 09/30/22	\$364,821.93	\$209,229.08	\$1,015.34
BALANCE 09/ 30/ 21	109,327.74	184,772.10	(1,679.73)

Board Report - For School Board 10/31/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
95 % GROUP INC	181454		220.00
A & B WELDING SUPPLY COMPANY INC.	181470		197.56
ACTE REGISTRATION	181471		445.00
ADOBE SYSTEMS INC	181454		191.57
AMAZON.COM	181472		1,854.76
AMAZON/SYNCB	66		52.69
AMRE SUPPLY CANADA INC	181454		122.03
API SYSTEMS INTEGRATORS	181474		360.00
ATHLETIC.NET LLC	181454		95.00
BEST BUY BUSINESS	181454		(0.05)
BLACK HILLS DOOR SYSTEMS, INC.	181475		667.97
BLACK HILLS ENERGY- AUTO PAY	68		33,321.77
BLACK HILLS URGENT CARE	181476		380.00
BLICK ART MATERIALS	181477		204.14
BORDER STATES ELECTRIC INC	181478		176.73
BOX ELDER HARDWARE	181479		528.20
C.O.R.E FRESHMAN IMPACT	181480		2,500.00
CAREERSAFE	181481		7,680.00
CITY OF BOX ELDER/PUBLIC WORKS DEPT	181483		16,000.00
COMMERCIAL DOOR & SPECIALTIES INC.	181484		500.00
CRESCENT ELECTRIC	181486		384.23
DAKOTA BUS SERVICE, INC.	181487		1,410.00
DEMCO, INC	181489		60.11
DROPBOX	181454		127.67
EVERGREEN OFFICE PRODUCTS	181490		1,833.77
FIDUCIARY ACCOUNT	181491		3,272.60
GENERATIONS PROFESSIONAL COATINGS LLC	181492		612.25
GRACE NOTES LLC	181454		35.00
GRAINGER, INC	181494		81.69
HAGGERTYS MUSICWORKS	181495		17.98
HARLOW'S BUS SALES, INC.	181496		2,056.38
HAUFF MID-AMERICA SPORTS INC.	181497		85.00
HILLYARD INC	181498		1,283.38
HOBBY LOBBY CREATIVE CENTER	181454		18.95
HYATT REGENCY	181454		1,867.95

Board Report - For School Board 10/31/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
IDVILLE	181454		195.03
IMPACT APPLICATIONS, INC	181499		695.00
INTEGRATED TECHNOLOGY & SECURITY	181500		1,376.40
JOANN FABRIC	181454		29.93
JW PEPPER & SONS, INC.	181502		900.06
KETEL, THORSTENSON, LLP	181503		14,000.00
KIEFFER SANITATION, INC.-AUTO PAY	69		1,983.61
KI	181504		93.50
KNIGHTS QUALITY WELDING	181505		350.00
LARSON, JENNIFER	181506		63.00
LYNN JACKSON SHULTZ & LEBRUN PC INC	181507		1,799.00
MAGAZINE LINE	181508		347.50
MIDWEST CONNECT	181510		123.00
NORTH CENTRAL BUS & EQUIPMENT CO. INC	181511		2,081.24
RAPID CITY JOURNAL	181512		635.75
RIVERSIDE TECHNOLOGIES INC	181514		4,572.40
ROBOTICS EDUCATION & COMPETITION	181515		270.00
RUSHMORE PLAZA HOLIDAY INN	181516		76.65
SAM'S CLUB	2023		473.12
SASD	181517		506.00
SCAG	181454		112.69
SCHEELS ALL SPORTS	181454		91.52
SCHOLASTIC NEWS	181518		3,332.88
SCHOOL SPECIALTY INC.	181519		120.95
SHERWIN WILLIAMS	181521		68.39
STUDIES WEEKLY	181522		179.30
SUBWAY-RC	181523		192.54
US BANK	181454		2,450.72
VANWAY TROPHY & AWARD, INC.	181524		204.86
WAL-MART STORES INC	181454		824.41
WEST RIVER ELECTRIC-AUTOPAY	67		1,402.22
GENERAL FUND			<hr/> 118,196.00
CENTURY BUSINESS	181482		10,208.24
DAKOTA SUPPLY GROUP, INC.	181488		4,553.44
GOPHER SPORT	181493		8,551.20

Board Report - For School Board 10/31/2022

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
J GRUBL EXCAVATING LLC	181501		21,307.34
CAPITAL OUTLAY			<hr/> 44,620.22
AMERICINN OF CHAMBERLAIN	181473		111.00
ASHA NATIONAL OFFICE	181454		880.00
CPI	181485		200.00
LOWE'S BUSINESS ACCOUNT	181454		1,078.00
RIVERSIDE INSIGHTS	181513		157.00
SD DEPARTMENT OF HUMAN SERVICES	181520		33.49
UNITED AIR LINES	181454		1,040.60
WAL-MART STORES INC	181454		(14.11)
SPECIAL ED			<hr/> 3,485.98
AMERICAN AIRLINES	181454		10,626.85
ARMY & AIR FORCE EXCHANGE SERVICES	181454		225.00
FIDUCIARY ACCOUNT	181491		750.00
MCGOVERN, ANNIE	181509		91.77
UNITED AIR LINES	181454		(803.19)
GRANTS			<hr/> 10,890.43
			<hr/> 177,192.63
AMAZON.COM	11897		27.99
CASH-WA DISTRIBUTING COMPANY, INC.	11898		1,160.88
CASH-WA DISTRIBUTING COMPANY, INC.	11899		7,158.83
COCA-COLA BOTTLING CO HIGH COUNTRY	11900		384.00
DOMINOS PIZZA- BOX ELDER	11901		1,073.00
GENERAL FUND	11902		73,707.90
MCGHAN, TAMI	11903		59.15
PAN-O-GOLD BAKING COMPANY, INC.	11904		495.56
PRAIRIE FARMS	11905		4,846.69
REINHART FOOD SERVICE LLC	11906		9,585.28
SERVALL TOWEL & LINEN SUPPLY, INC.	11907		79.76
SOUTH DAKOTA DEPARTMENT OF EDUCATION	11908		571.92
FOOD SERVICE			<hr/> 99,150.96
			<hr/> 99,150.96
Grand Total:			<hr/> 276,343.59



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Group Travel
PLANNERS

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Email: nick@grouptravelplanners.com

Presents...

Your Custom Branson Proposal

DOUGLAS HIGH SCHOOL BAND & CHOIR

6 Day, 5 Night Motorcoach Tour

April 22- June 30, 2024

TOUR PACKAGE COST PER PERSON (Based on Hotel Occupancy) as of 8/27/2022:

Note: Total Tour Package Includes All Bulleted Items Listed On This Proposal

QUAD: \$1,319.00 TRIPLE: \$1,404.00 DOUBLE: \$1,488.00 SINGLE: \$1,826.00

- **Number of Passengers:** 75 Students and 15 Adults
**Note: Changing the number of passengers will alter the per person tour cost.*
- **Transportation:** TWO Modern 56-Passenger Motorcoaches (Equipped with DVD, Monitors & Restroom)
- **Insurance:** \$5,000,000 Liability Insurance Coverage per Motorcoach
\$2,000,000 Liability Group Insurance Coverage
Terrorism Liability Group Insurance Coverage
- **Hotel Accommodations:** FIVE Nights at a preferred Hotel (with swimming pool upon availability)
- **Meals:** FIVE Deluxe Continental Breakfasts (at the hotel), ONE Dinner at Dolly Parton's Stampede, ONE Dinner at Pasghetti's, ONE Silver Dollar City Premium Meal Voucher, ONE Dinner at Fall Creek Steakhouse, ONE Dinner aboard Branson Belle Showboat
- **Attractions:** Wonders of Wildlife and Aquirium, Dolly Parton's Stampede, Branson On Stage Live, Titanic Museum (Guided Tour), Family Track- Go-Carts, Lazer Tag, Bumper Boats & more, Legends in Concert, The Haygood Brothers Show, Fritz's Adventure, Branson Belle Showboat, Silver Dollar City with Premium Meal Voucher, Pirates Cove Mini-Golf
- **Musical Inclusions:** THREE Master Classes at recognized College or University (Band, Choir & Drama), Pre-Show Performance (Band & Choir)
- **Escort:** ONE GTP Representative will travel with the group to oversee your customized itinerary!
- ★ **BONUS!** This tour includes FIVE all-inclusive Tour Packages (Based on Double Occupancy), ALL Gratuities (Driver & Tour Managers included), ONE Complimentary Directors Gift, Group Travel Video Package, Hotel Security Guard, 24-hour emergency telephone service, travel packet, and a customized daily itinerary designed to specifically meet your group's needs!

IMPORTANT!

If you would like to alter this proposal please contact your Group Travel Planners Representative to inquire about optional Attractions, Meals, and Performances. (Any changes to the current proposal may increase or decrease the tour cost.)



DOUGLAS SCHOOL DISTRICT #51-1
TRIP REQUEST

(Submit in four copies - one week in advance)

FIELD

ACTIVITY _____

Request that Douglas School District provide transportation for: Music/Drama trip to Branson, MO.

Nature and purpose of trip: Music/Drama Workshops and trip to Branson, MO

Pick up point DHS Destination Branson, MO

Date of trip TBD 2024 Time (Apr 22-June 30, 2024) See Attached (include all stops) *see Attached Flyer

Date of return TBD 2024 Time (Apr 22-June 30, 2024) Flyer

Alternate date/time _____ Alternate return date/time _____

Estimated miles round trip 1850

Driver needed: Yes ___ No

Bus Mini Bus Special Ed Bus School Car Private Auto Other Charter

Number of children to be transported 65 Approx. Number of adults to be transported 2 + Chaperones Approx 6
estimated/actual teachers, other, actual

"IF SUBSTITUTE REQUIRED, SCHOOL OFFICE MUST CONTACT SUBSTITUTE OFFICE"

Requesting Teacher Rooster/Stelzig Activity or Subject Music/Drama Building DHS

Other Staff: _____

TRIP APPROVAL

Date Signed: _____ Nurse: _____

Date Signed: 9-29-22 Principal: D W Account No: _____

Date Signed: _____ Superintendent: _____

Vehicle No _____	Departure Time _____	Return Time _____	Driver Needed: Yes ___ No ___
Mileage: Out _____	In _____	Driver Signature _____	
Vehicle No _____	Departure Time _____	Return Time _____	Driver Needed: Yes ___ No ___
Mileage: Out _____	In _____	Driver Signature _____	
Vehicle No _____	Departure Time _____	Return Time _____	Driver Needed: Yes ___ No ___
Mileage: Out _____	In _____	Driver Signature _____	

TRIP VERIFICATION: I certify that the above trip was made.

Teacher Signature _____ Date _____

Transportation Supervisor's Signature _____ Date _____

No	Trip ID	Trip Name	Departure Date Time	Return Date Time	# Students	# Adults
1	1956	Robotics	11/4/2022 1:00:00 PM	11/5/2022 10:30:00 PM	22	2
2	1957	Robotics	11/18/2022 1:00:00 PM	11/19/2022 11:00:00 PM	22	2
3	1958	Robotics	1/28/2023 5:00:00 AM	1/28/2023 8:00:00 PM	22	2

Attendees	Budget	Destinati	Name
24		Mitchell	Jason Boeding
24		Harrisburg	Jason Boeding
24		Gillette, WY	Jason Boeding

American Rescue Plan Elementary & Secondary School Emergency Relief Requirement for ARP ESSER School District Plan
Updated: 10/24/2022

The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund was established in response to the immense challenges facing students, educators, staff, schools, and districts in preparing for and responding to COVID-19. The funds are for a wide array of activities to address diverse needs arising from or exacerbated by the pandemic, or to emerge stronger post-pandemic. This includes responding to students’ social, emotional, mental health, and academic needs. Because of the unprecedented, one-time funding available to districts, the South Dakota Department of Education (the department) encourages school districts to invest the funding strategically. Investments should provide sustained benefits to students and positively impact the district long-term.

The below plan must be completed by each public school district receiving funding under the ARP ESSER, developed in concert with stakeholders as detailed below and available for public comment. Districts must submit this plan to the department by Aug. 20, 2021; all funds must be obligated by Sept. 30, 2024. All funds must be liquidated by Dec. 10, 2024.

The ARP ESSER School District Plan Template is based on the U.S. Department of Education (US ED) Interim Final Rules 34 CFR Chapter II, Docket IDED-2021-OESE-0061 from April 22, 2021, the [ARP State Plan](#) issued April 21, 2021 from US ED, and US ED’s [Frequently Asked Questions](#) issued May 2021.

This plan must be provided in formats accessible to parents who speak a language other than English and individuals with disabilities.

School District: Douglas School District 51-1	Total ARP ESSER Funding Available: \$5,790,369.00
Date of School Board Plan Approval: October 24, 2022	Budgeted to Date: \$5,790,369.00
ARP ESSER School District Plan URL: https://docs.google.com/document/d/1YBCDuHdc29OCET19KzbnMFiGF2wQRdij/edit#	Amount Set Aside for Lost Instructional Time: \$2,529,853.00

Prevention and Mitigation Strategies

1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance on reopening schools. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview Douglas Schools has reviewed and implemented federal, state, and local prevention and mitigation strategies to mitigate the spread and exposure of COVID-19. Douglas Schools will purchase the following supplies to mitigate the spread and exposure of COVID-19: masks, gloves, cleaning and sanitization supplies. Touchless wash fountains, automatic flush valves, and motion sensors will be equipment purchased to prevent the spread and exposure of COVID-19.</p> <p>As an additional measure, we have hired an additional nurse to help our students in each building so that we now have one nurse in each of our buildings. The School Nurse will assist in Douglas Schools reducing the spread and exposure of COVID-19. The School Nurse will also assist with contract tracing.</p> <p>Additional devices have been previously purchased for students and staff. With additional devices, the scope of the IT department increases for troubleshooting. To limit interaction between the IT Department and students/staff, Douglas Schools will employ a position to troubleshoot and provide assistance as needed. IT Support is needed in a timely manner for staff and students to be productive.</p>	
<p>Equipment and/or Supplies Sanitization supplies, masks, gloves, cleaning supplies touchless wash fountains, automatic flush valves, motion sensors</p>	<p>\$140,808</p>
<p>Additional FTE Nurse Salary and Benefits - \$60,000 X 2 years (FY 23 & FY 24)</p>	<p>\$131,532</p>
<p>Other Priorities Not Outlined Above Tech Department Remote Help Desk (Salary plus benefits) - \$145,170</p>	<p>\$1,288,992</p>
<p>Total Approximate Budget for Mitigation Strategies</p>	

Academic Impact of Lost Instructional Time

2. Describe how the school district will use the funds it reserves (i.e., at least 20 percent of funding) under [section 2001\(e\)\(1\)](#) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions (please see [U.S. Department of Education’s FAQ A-10](#) and C-2; districts may also consult the department’s Evidence-Based Practices Template found under Documents/Resources [here](#)). This can include summer learning, extended school day, comprehensive afterschool programs, or extended school year. Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview For SY 19-20, Douglas Schools were closed for the fourth quarter to mitigate COVID. This closure resulted in a ten-week instructional loss. For SY 22-23, an online program of SD Virtual Schools is being offered to increase direct instruction to address any potential learning loss. For SY 22-23, Douglas Schools are face-to-face, with mitigation efforts in place.</p>	

Prior school years addressed the need to review and update reading curriculum K-5. For SY 22-23, we have developed an extensive process to research, align, and purchase a K-8 math curriculum. By the end of the school year, we will identify a K-8 math curriculum to address all three tiers of instructional needs, including interventions for students needing intensive interventions, EL students and special education students.

After reviewing student and content data, reading was identified as the primary focus as a need for improvement. Phonemic awareness and phonics instruction was a need identified at the foundational level. Teachers received CORE Reading training from the LETRS program K-8.

The need for collaboration was evident through stakeholder survey results. The Executive Leadership Team determined that Adaptive School training was needed for staff to have a collaborative approach ensuring that all voices are heard. Our professional development plan has been set to build capacity with Adaptive School Training for staff.

Acadience assessment is utilized in grades K-5 to tailor instruction with maximizing student growth. To ensure that there is K-12 progress monitoring data, NWEA has been purchased and utilized in grades 6-12. Professional development has been received on administering the assessment. Next steps included instructional programming professional development.

Consistent Acadience data has identified that students are entering Kindergarten with skills lower than the norm. We are exploring the idea of having Pre-school within our K-3 building. This would address the need of increasing student skill sets before entering Kindergarten to close the academic achievement gap.

Douglas Schools will continue a Summer Transition Program in SY 22-23. The Summer Transition Program will support students' social/emotional well-being, processes/procedures, and academic needs to be successful in transitioning from one building level to the next building level. The Summer Transition Program will consist of the following grades: 3rd grade to 4th grade, 5th grade to 6th grade, and 8th grade to 9th grade. A Kindergarten Jump Start Program will be implemented to transition incoming kindergarten students.

With updated curriculum, there is a need for supplies to increase engagement of students. These supplies consist of the following: white boards, color coded carpets, and math manipulatives. With the curriculum update, there has been a need for equipment to support interactive lessons with e-extensions. We purchased viewboards to extend the student interaction with instruction.

For SY 22-23, Douglas Schools will implement quarterly Parent/Family Events for all students in grades K-12. K-12 Quarterly Parent/Family Events will increase engagement, involvement, and overall mental health awareness. The Quarterly through the following information provided: Student Data, Student Goal Setting, Surveys, School Improvement, Grants Management, Transition Program, and Mental Health Fact Sheets.

<p>Specific Evidence-Based Interventions (eg., curriculum, assessments) Math Curriculum Adoption - \$851,500 LETRS- \$101,718 Adaptive Schools (Stipend, Benefits, Travel, Supplies, Professional Services) - \$266,522 NWEA MAP - \$109,800 Pre-School (Stipend, Benefits, Supplies, Professional Services) - \$251,986</p>	<p>\$1,581,526</p>
<p>Opportunities for Extended Learning (eg., summer school, afterschool) Summer Transition - \$416,687</p>	<p>\$416,687</p>

Equipment and/or Supplies K-5 White Boards/ Color Coded Instructional Carpets - \$25,000 Viewboards - \$472,290 Math Manipulative - \$4,350	\$501,640
Additional FTE	\$0
Other Priorities Not Outlined Above Parent / Family Engagement Events - \$30,000	\$30,000
Total Approximate Budget for Academic Impact of Lost Instructional Time	\$2,529,853

Investments Aligned with Student Needs

3. Describe how the school district will ensure that the interventions it implements described in question 2 above will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. This should include specific language around each of the below groups. Discuss each category by elementary, middle, and high school, if appropriate.*

Population	Academic	Social, Emotional, and Mental Health
All students	<p>Elementary schools implemented a walk to read intervention program that identified needs through assessment and assigned them skill based interventions on an individual basis. During this time, teachers used Reading First phonics lessons to provide direct instruction.</p> <p>For SY 22-23, LETRS and Adaptive School Training will provide best instructional practices to maximize student achievement, which address any learning losses due to COVID-19 at the elementary, middle school, and high school level.</p>	<p>Douglas will partner with Pennington County and Box Elder City to provide the Handle with Care program that will provide teachers with training specific to trauma-informed practices to ensure better understanding of all K-12 students' social and emotional needs.</p> <p>To meet the needs of social, emotional, and mental health for all K-12 students, Douglas Schools will be implementing the following: Parent/Family Events, and Summer Transition Program.</p> <p><u>Evaluation</u> --K-12 Behavior Data --K-12 EOY Assessment Data --Progress Monitoring Data --Teacher Observation</p>
Students from low income families	<p>DSD will use the Acadience Data Management system and NWEA MAP Data to identify students needing strategic or intensive interventions in reading. Open Court reading provides intervention materials to address these learning needs.</p>	<p>The Summer Transition Program will ensure that students from low-income families will successfully transition from one building department to the other and receive supplemental academics through direct instruction.</p> <p><u>Evaluation</u> --K-12 Behavior Data --K-12 EOY Assessment Data --Progress Monitoring Data --Teacher Observation</p>

<p>Students of color</p>	<p>At the elementary level, reading interventions provided in the Open Court reading curriculum will meet the needs of whole, small and individualized groups.</p> <p>On Federally recognized holidays, specific to minority populations, teachers will provide non-fiction reading material, dialogue and lessons to help address learning loss and provide awareness and connection to all K-12 students of color.</p>	<p>Student behavior data identified that students of color have a higher amount of negative behavior. Capturing Kids' Hearts will allow Douglas Schools to build self-managing classrooms and develop a trauma-informed behavior management system specifically for students of color. Connections will be developed between students and staff through recognizing minority populations Federally-recognized holidays.</p> <p><u>Evaluation</u> --K-12 Behavior Data --K-12 EOY Assessment Data --Progress Monitoring Data --Teacher Observation</p>
<p>English learners</p>	<p>Imagine Learning was purchased to help meet the language and reading needs for EL learners, as local data reviewed identified that EL learners needed support in language and reading.</p>	<p>Douglas will partner with Pennington County and Box Elder City to provide the Handle with Care program that will provide teachers with training specific to trauma-informed practices to ensure better understanding of all K-12 students' social and emotional needs.</p> <p>To meet the needs of social, emotional, and mental health for all K-12 students, Douglas Schools will be implementing the following: Parent/Family Events, and Summer Transition Program.</p> <p><u>Evaluation</u> --K-12 EOY Reading Assessment Data --Progress Monitoring Data --Teacher Observation</p>
<p>Children with disabilities</p>	<p>At the elementary level, reading interventions provided in the Open Court reading curriculum will meet the needs of whole, small and individualized groups.</p>	<p>Douglas will partner with Pennington County and Box Elder City to provide the Handle with Care program that will provide teachers with training specific to trauma-informed practices to ensure better understanding of all K-12 students' social and emotional needs.</p> <p>To meet the needs of social, emotional, and mental health for all K-12 students, Douglas Schools will be implementing the following: Parent/Family Events, and Summer Transition Program.</p> <p><u>Evaluation</u> --K-12 EOY Reading Assessment Data --Progress Monitoring Data --Teacher Observation</p>
<p>Students experiencing homelessness</p>	<p>DSD will use the Acadience Data Management system and NWEA MAP Data to identify students needing strategic or intensive interventions in reading. Open Court reading provides intervention</p>	<p>Douglas will partner with Pennington County and Box Elder City to provide the Handle with Care program that will provide teachers with training specific to trauma-informed practices to ensure better understanding of all K-12 students' social and emotional needs.</p>

	materials to address these learning needs.	To meet the needs of social, emotional, and mental health for all K-12 students, Douglas Schools will be implementing the following: Parent/Family Events, and Summer Transition Program.
Children in foster care	DSD will use the Acadience Data Management system and NWEA MAP Data to identify students needing strategic or intensive interventions in reading. Open Court reading provides intervention materials to address these learning needs.	Douglas will partner with Pennington County and Box Elder City to provide the Handle with Care program that will provide teachers with training specific to trauma-informed practices to ensure a better understanding of all K-12 students' social and emotional needs. To meet the needs of social, emotional, and mental health for all K-12 students, Douglas Schools will be implementing the following: Parent/Family Events, and Summer Transition Program.
Migratory students	DSD will use the Acadience Data Management system and NWEA MAP Data to identify students needing strategic or intensive interventions in reading. Open Court reading provides intervention materials to address these learning needs. LETRS and Adaptive School Training will provide best instructional practices to maximize student achievement with our migratory student population. Those students transferring to and from Douglas Schools will have a seamless transition of grade-level content.	Douglas will partner with Pennington County and Box Elder City to provide the Handle with Care program that will provide teachers with training specific to trauma-informed practices to ensure a better understanding of all K-12 students' social and emotional needs. To meet the needs of social, emotional, and mental health for all K-12 students, Douglas Schools will be implementing the following: Parent/Family Events, and Summer Transition Program. <u>Evaluation</u> --K-12 Behavior Data --K-12 EOY Assessment Data --Progress Monitoring Data --Teacher Observation

**If a population is not traditionally and was not present during the 2020-21 school year, the district may include a statement on how it will address the needs of such students should that population be present in the 2021-22, 2022-23 or 2023-24 school years.*

Investments in Other Allowed Activities

- Describe how the school district will spend its remaining allocation consistent with [section 2001\(e\)\(2\)](#) of the ARP Act (see [here](#) for remaining allowable uses of funds). Please insert NA if a category is not applicable to your plan.

Narrative	Approximate Budget
<p>Overview</p> <p>Douglas Schools has budgeted the remainder of the ARP Act to include Academic Supports, Educator Professional Development, Interventions that Address Student Well-being, and Strategies to Address Workforce Challenges. Academic Supports consist of educational supplies and a new curriculum to ensure that academic achievement and student skill sets increase. Educator Professional Development is centered around a survey program to ensure that all voices are heard within the district for strategic programming. Interventions that Address Student Well-being is focused around general education and special education intervention programming, with data to prepare students for career and</p>	

life-long readiness. Staff morale activities are budgeted to ensure that Douglas Schools are addressing the mental and physical well-being of staff during a global pandemic.

Douglas Schools will hire a Public Relations position. The Public Relations position will ensure that Douglas Schools is communicating to all stakeholders efficiently any contact tracing, level changes, and any required reporting to state levels. It is imperative that Douglas School efficiently communicate any and all COVID-19 updates in a timely manner to ensure the school is actively reducing the spread and exposure of COVID-19.

We will also hire a Curriculum Secretary to assist with planning, purchases, and supplies of the district's curriculum needs. This will ensure that all curriculum needs are addressed in a timely manner.

Academic Supports Educational Supplies (White Boards, Ipads; Laptops, Chromebook Cases, Viewboards, - \$618,963	\$618,963
Educator Professional Development Thought Exchange - \$38,400	\$38,400
Interventions that Address Student Well-Being NCH Data - \$1,785	\$1,785
Strategies to Address Workforce Challenges Staff Morale (FY 22, 23, & 24) - \$44,344 Communications Salary, Benefits, and Supplies - \$200,559 Curriculum Secretary Salary, Benefits, and Supplies - \$58,231	\$303,134
Other Priorities Not Outlined Above	\$0
Total Approximate Budget for Investments in Other Allowed Activities	\$962,282

- If the school district proposes to use any portion of ARP ESSER funds for renovation, air quality, and/or construction projects, describe those projects below. Each project should be addressed separately. (Districts may add boxes as needed). Please insert NA if this category is not applicable to your plan.

Please also note that these projects are subject to the department's prior approval. For further guidance, see [U.S. Department of Education's FAQs](#) B-6, B-7, B-8 and C-27.

Narrative	Approximate Budget
<p>Overview</p> <p>Upgrade Heating System - Francis Case side of Patriot Elementary - FC is an older facility and has an aging heating and ventilation system. Heat in the classrooms is provided by unit ventilators that are in need of repair and do not distribute heat or ventilation properly. The outside intakes to these units have to be blocked off to stop snow from blowing into the classroom. Hot water from the boiler system is pumped overhead in the ceilings by circulation pumps that are in need of replacement. This project will replace the unit ventilator pipes and pumping to dramatically improve indoor air quality and by healthier distribution of heat and outside air into the classrooms and building.</p>	

Upgrade Energy Management System at High School - DHS is an older facility that has had several additions since original construction. It has pneumatic thermostats throughout the building controlled by an air compressor in the basement. Air handlers run independently from each other with scheduling as the only control by an old/outdated system. This project will add new thermostats and an automated system with digital controls to all fans for better control and will enhance indoor air quality in all the classrooms and throughout the building.	
Both projects have prior approval through ESSER II funding. The amount requested is to complete both projects.	
Project #1 Francis Case Heating System - \$393,822	\$393,822
Project #2 High School Energy Management System - \$750,000	\$750,000
Total Approximate Budget for Renovation, Air Quality, and/or Construction	\$1,143,822

6. Before considering construction activities as part of the district’s response to COVID-19 and as a component to emerging stronger post-pandemic, describe how and with which funding sources the district will support other essential student needs or initiatives.

Narrative	Approximate Budget
<p>Overview: Douglas Schools will support student transportation and technology. Transportation Bus purchases and student transportation management system will help Douglas schools identify appropriate locations and services for bussing. To ensure that students can transition efficiently to a virtual level, Douglas Schools will use this funding to upgrade and purchase student/ staff devices and technology infrastructure to handle the technology needs of the 21st century. HUDL Cameras allow the district to stream athletics so those stakeholders who need to social distance can do so and still support our athletic teams.</p> <p>Buses - \$600,000 Student Transportation Management System (FY 23) - \$113,502 HUDL Cameras -\$23,400</p>	\$736,902
Total Approximate Budget	\$736,902

Engaging Students at Risk

7. Describe how the school district will use ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time, including, but not limited to:
- Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years
 - Students who did not participate or participated inconsistently in remote instruction
 - Students most at risk of dropping out of school.

Please note if these strategies represent a continuation from either ESSER I or ESSER II funding.

Narrative
<p>Overview In Fall 2020, Douglas schools offered virtual learning through Black Hills Online Learning Consortium. We had approximately 500 students begin the 2020 school year in virtual school. After monitoring our data through the fall semester, we identified any student who was under-performing and brought them back to face-face instruction for</p>

Spring semester 2021. Using data, we will identify and target those students in need and offer additional summer instruction in 2022 to address learning loss.

Douglas schools will offer limited virtual learning spots for the 2022-23 SY. These students will be monitored on a monthly basis to ensure success.

All students who are at-risk, due to attendance, will also have access to all interventions described in item #3.

Missed Most In-Person

Douglas Schools will be continuing a Summer Transition Program in SY 22-23 to address the learning loss of those students who missed the most face-to-face instruction. The Summer Transition Program will support students' social/emotional well-being, processes/procedures, and academic needs to be successful in transitioning from one building level to the next building level. The Summer Transition Program will consist of the following grades: 3rd grade to 4th grade, 5th grade to 6th grade, and 8th grade to 9th grade. A Kindergarten Jump Start Program will be implemented to transition incoming kindergarten students.

Did Not Participate in Remote Instruction

For the Second Semester of SY 21-22, administration reviewed the status of all students receiving virtual instruction. Those students who were not successful with virtual instruction transitioned to face-to-face instruction to ensure that students were not experiencing a learning loss. Mitigation efforts were adopted to prevent the spread and exposure of COVID-19. A process has been implemented to ensure that learning is successful for this opportunity.

At-Risk for Dropping Out

Douglas schools will develop an at-risk watch list to ensure that student success is monitored and interventions are available to those identified. Our watch list will include items such as academic reports, attendance reports, behavior reports, demographic data, homeless/migrant reports, etc. Some interventions to address the needs of at-risk students will include summer transition programs, RTI interventions based on skills, PBIS process including check-in/check-out systems, and family engagement activities.

Stakeholder Consultation:

8. Describe how the school district did and will continue to engage in meaningful consultation with stakeholders around the planned use of ARP ESSER funds.

Narrative

Overview, including the three highest priority needs that emerged from the consultation

Our process during the 2020 closure was to create a COVID Recovery Committee. This committee involves all demographics of Douglas's stakeholders. The committee identified their top needs as mitigation and health safety, virtual learning options and technology improvements, and addressing the learning loss of students.

One tool Douglas School District 51-1 plans to utilize to gather both internal and external input is Thought Exchange ThoughtExchange is an online tool that allows you to gather, analyze, and effectively navigate stakeholder input. We want to ensure that we are able to involve as many stakeholders in the process as possible. We hope to gain input on:

1. How do we best meet the academic needs of ALL Students;
2. How do we best meet the social-emotional needs of ALL Students;
3. How do we best support our students who are performing below standard;
4. How do we best support our staff through, intentional, differentiated staff development;

<p>Students</p> <p>August 18, 2022, Family Walk-Through Night Informative Booth</p> <p>All information is posted on our school website https://www.dsdk12.net/ and on social media pages.</p>
<p>Families</p> <p>August 18, 2022, Family Walk-Through Night Informative Booth</p> <p>All information is posted on our school website https://www.dsdk12.net/ and on social media pages.</p>
<p>School and district administrators (including special education administrators)</p> <p>Administrators meet bi-monthly to participate in discussions about programming. All administrators will present to staff, after approval by the BOE.</p>
<p>Teachers, principals, school leaders, other educators, school staff, and their unions</p> <p>Administrators meet bi-monthly to participate in discussions about programming. All administrators will present to staff, after approval by the BOE.</p>
<p>Tribes (for affected LEAs under Section 8538 of the ESEA; see here for more detail)</p> <p>Not Applicable</p>
<p>Civil rights organizations (including disability rights organizations), as applicable</p> <p>Not Applicable</p>
<p>Stakeholders representing the interests of: children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students</p> <p>August 18, 2022 Family Walk-Through Night Informative Booth</p> <p>All information is posted on our school website https://www.dsdk12.net/ and social media pages.</p>
<p>The public</p> <p>All information is posted on our school website https://www.dsdk12.net/ and social media pages.</p>

District Assurance of Regular Review

The South Dakota Department of Education will collect assurances from superintendents that ARP ESSER Plans have been reviewed, available for public comment, and amended if necessary at these points during the school year:

- December 2021 (in conjunction with December Child Count)
- June 2022 (in conjunction with Year-End Sign-off)
- December 2022 (in conjunction with December Child Count)
- June 2023 (in conjunction with Year-End Sign-off)

To facilitate transparency, the department will post the link to each school district’s plan on its website. It will be the responsibility of the district to ensure its link remains valid.

Douglas School District



20 - 21

Accountability REPORT CARD

Accountability Ratings: REPORT CARD

Douglas 51-1

2021-2022 Report Card

Home Options

DISTRICT

Douglas 51-1

SCHOOL

All Schools

VIEW

OVERALL
SCORE

STUDENT
PERFORMANCE

STUDENT
PROGRESS

HIGH SCHOOL
COMPLETION

COLLEGE AND
CAREER READINESS

ENGLISH LEARNERS
PROGRESS

EDUCATOR
QUALIFICATIONS

SCHOOL
ENVIRONMENT

SCHOOL
SAFETY

CAREER
TECH ED

NUMBER OF SCHOOLS BY SUPPORT STATUS

Total Number
of Schools

4

General
Support

3

Comprehensive
Support

0

Targeted
Support

1

In order to affect long-lasting improvement in South Dakota's schools, the Department of Education has created a responsive system intended to build the capacity of districts and schools to identify and address the diverse needs of students. For additional information, please visit: [School Improvement - The South Dakota System of School Success](#)

Report Card: ELEM. & MS INDICATORS

HOW IS THE OVERALL SCORE MEASURED?

There are many factors that determine a school's performance. The overall score uses the school's performance in the following categories.



[CALCULATION GUIDE](#)

ACADEMICS



Student Performance

[VIEW DETAILS](#)



Student Progress

[VIEW DETAILS](#)



English Language Learners Progress

[VIEW DETAILS](#)

SCHOOL QUALITY



Educator Qualifications

[VIEW DETAILS](#)



School Environment

[VIEW DETAILS](#)



School Safety

[VIEW DETAILS](#)



Report Card: HIGH SCHOOL INDICATORS

HOW IS THE OVERALL SCORE MEASURED?

There are many factors that determine a school's performance. The overall score uses the school's performance in the following categories.



[CALCULATION GUIDE](#)

ACADEMICS



Student Performance

[VIEW DETAILS](#)



College and Career Readiness

[VIEW DETAILS](#)



High School Completion

[VIEW DETAILS](#)



English Language Learners Progress

[VIEW DETAILS](#)

SCHOOL QUALITY



Educator Qualifications

[VIEW DETAILS](#)



School Safety

[VIEW DETAILS](#)



District Report: EACH SUBJECT

- OVERALL SCORE
- STUDENT PERFORMANCE**
- STUDENT PROGRESS
- HIGH SCHOOL COMPLETION
- COLLEGE AND CAREER READINESS
- ENGLISH LEARNERS PROGRESS
- EDUCATOR QUALIFICATIONS
- SCHOOL ENVIRONMENT
- SCHOOL SAFETY
- CAREER TECH ED

HOW DID STUDENTS PERFORM IN EACH SUBJECT?

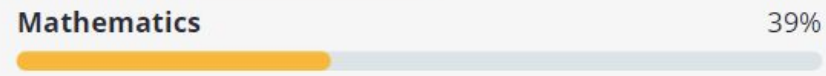


Students take the annual state assessments for English language arts and mathematics in grades 3-8 and 11, and science in grades 5, 8, and 11. These tests measure the concepts and skills taught in the classroom and whether students met the state's grade-level expectations in each subject. The graphs below show the percentage of full-academic year students who met or exceeded the expectations on the state assessment in each subject.

Proficiency ▾



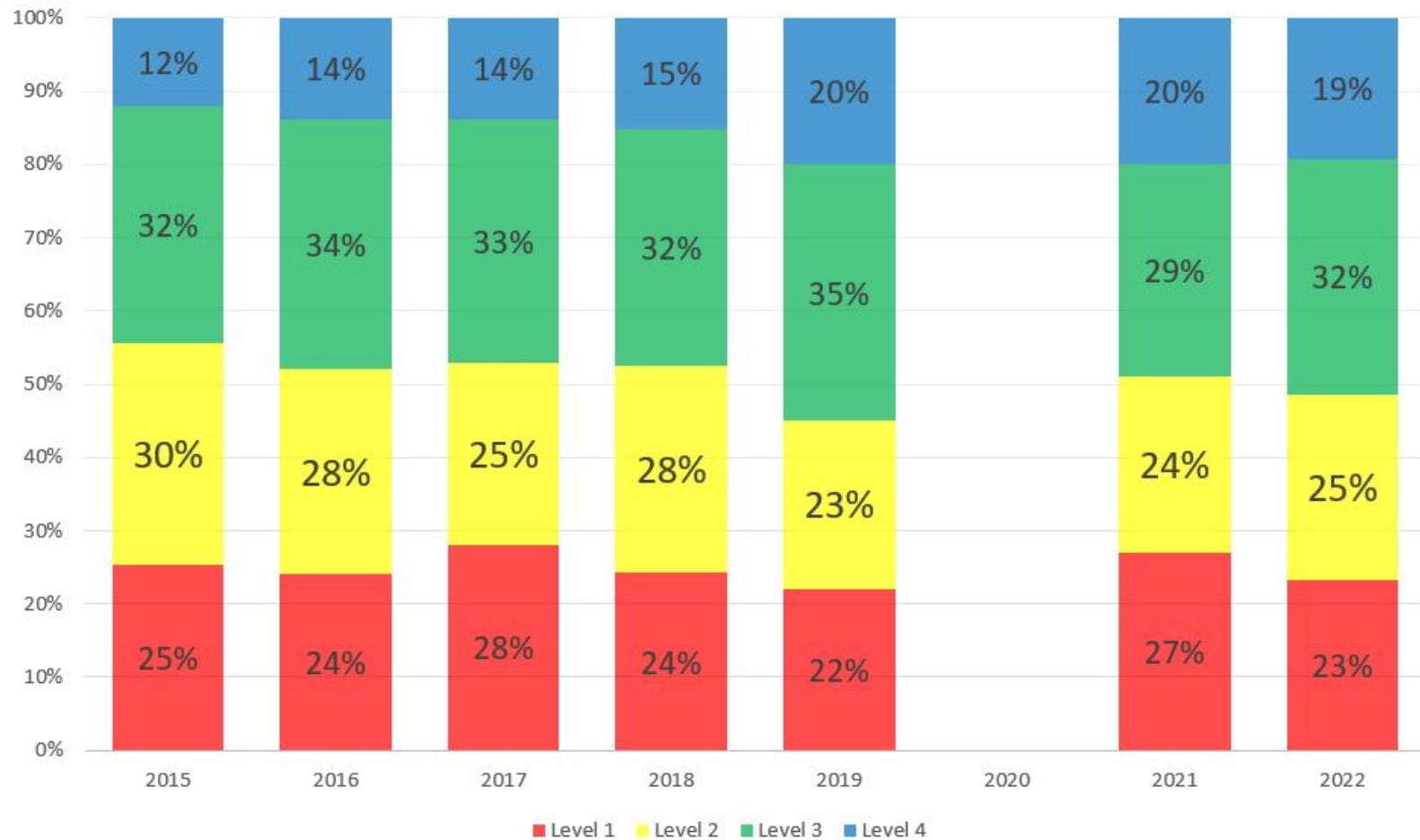
[SAMPLE QUESTION](#)



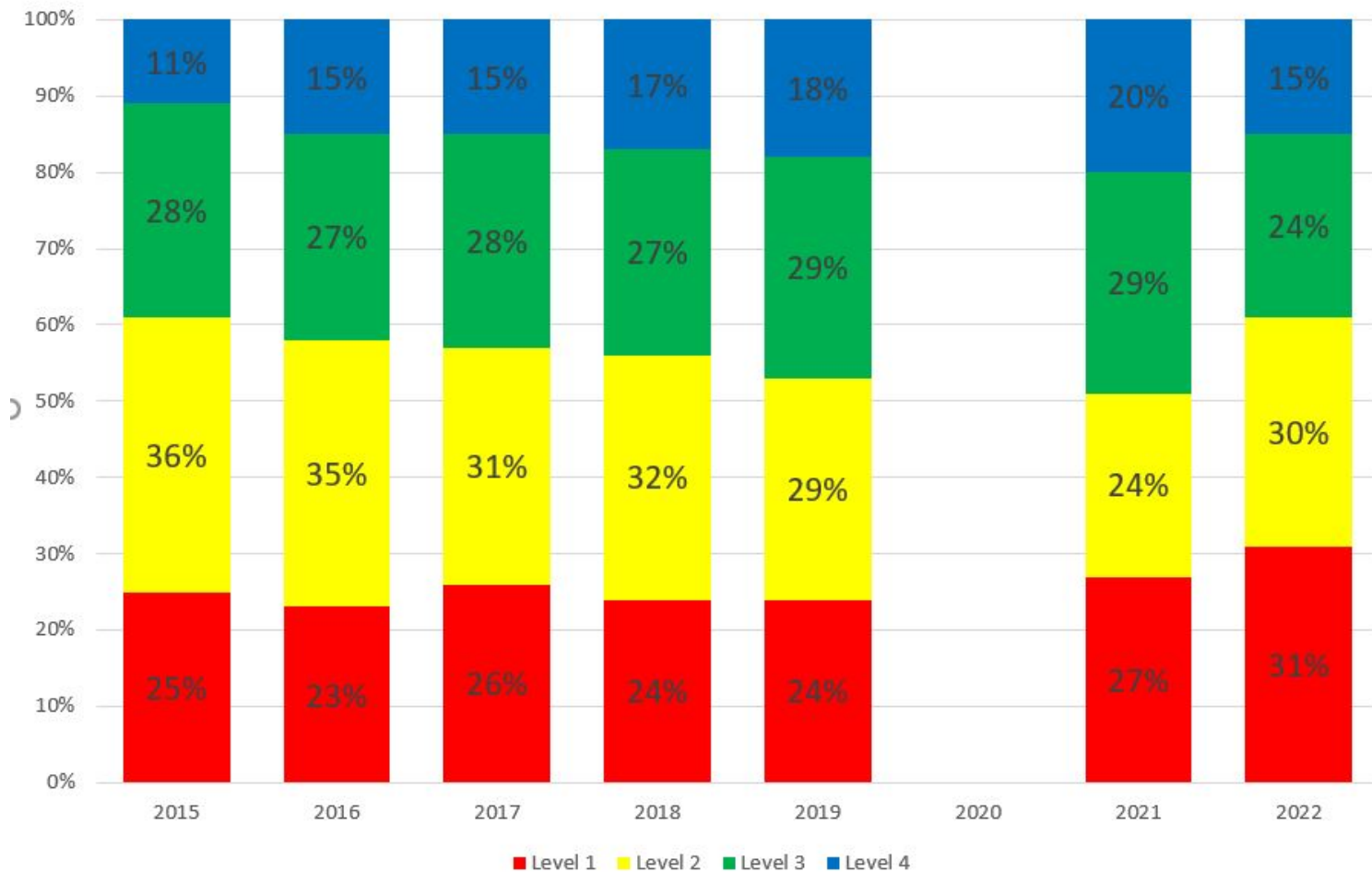
[SAMPLE QUESTION](#)

Science
Science results will be published in January, 2023.

HISTORICAL ELA DATA

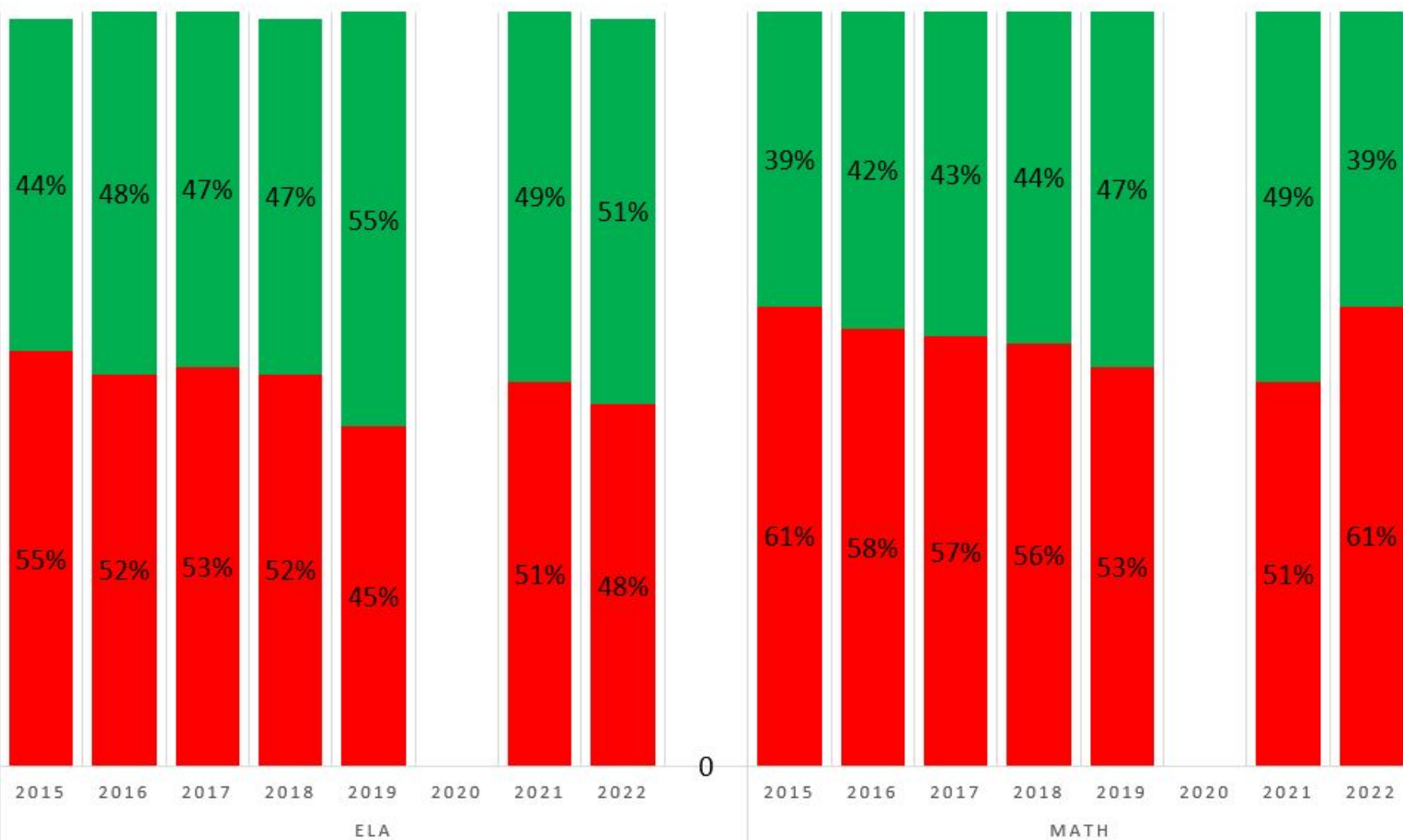


HISTORICAL MATH DATA



ELA AND MATH HISTORICAL PROFICIENCY TOTALS

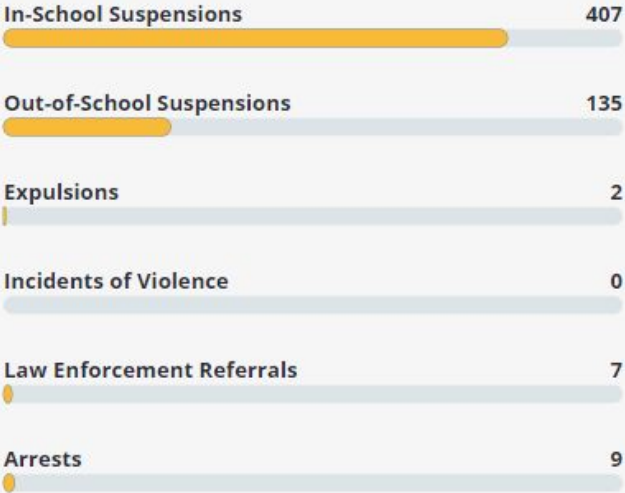
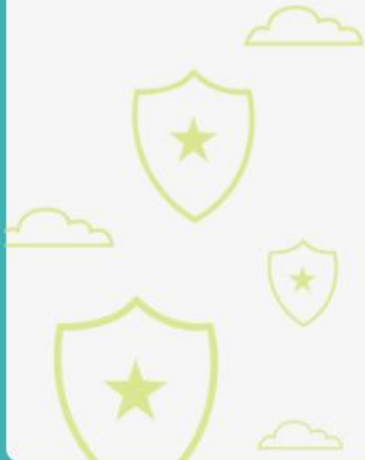
Below Proficiency At Proficiency



District Scorecard: School Safety

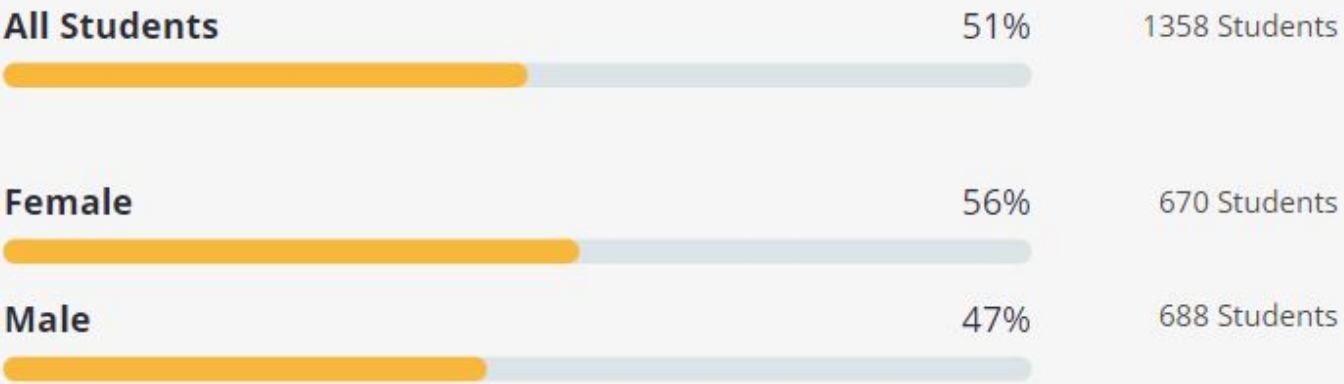
HOW SAFE ARE SCHOOLS IN THIS DISTRICT?

South Dakota has made it a priority to ensure that our schools are safe learning environments for all students. Every school district is required to provide data to the Civil Rights Data Collection (CRDC), which is a survey mandated by the United States Department of Education's Office for Civil Rights (OCR). The graphs below are intended to provide consistent and reliable information about school safety to parents and the community. The most recent CRDC survey results are from 2017-18.

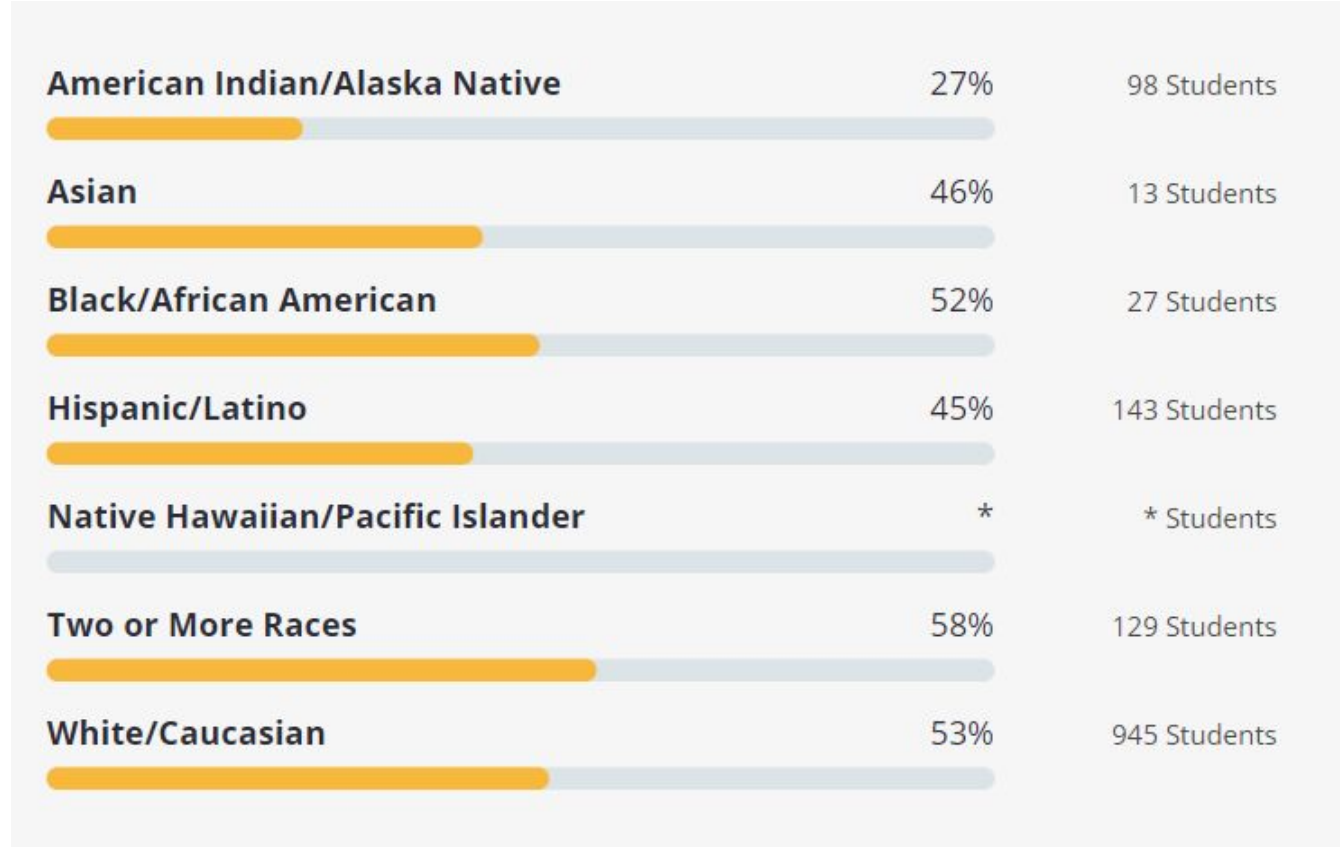


District Scorecard: ELA SUB POPULATIONS

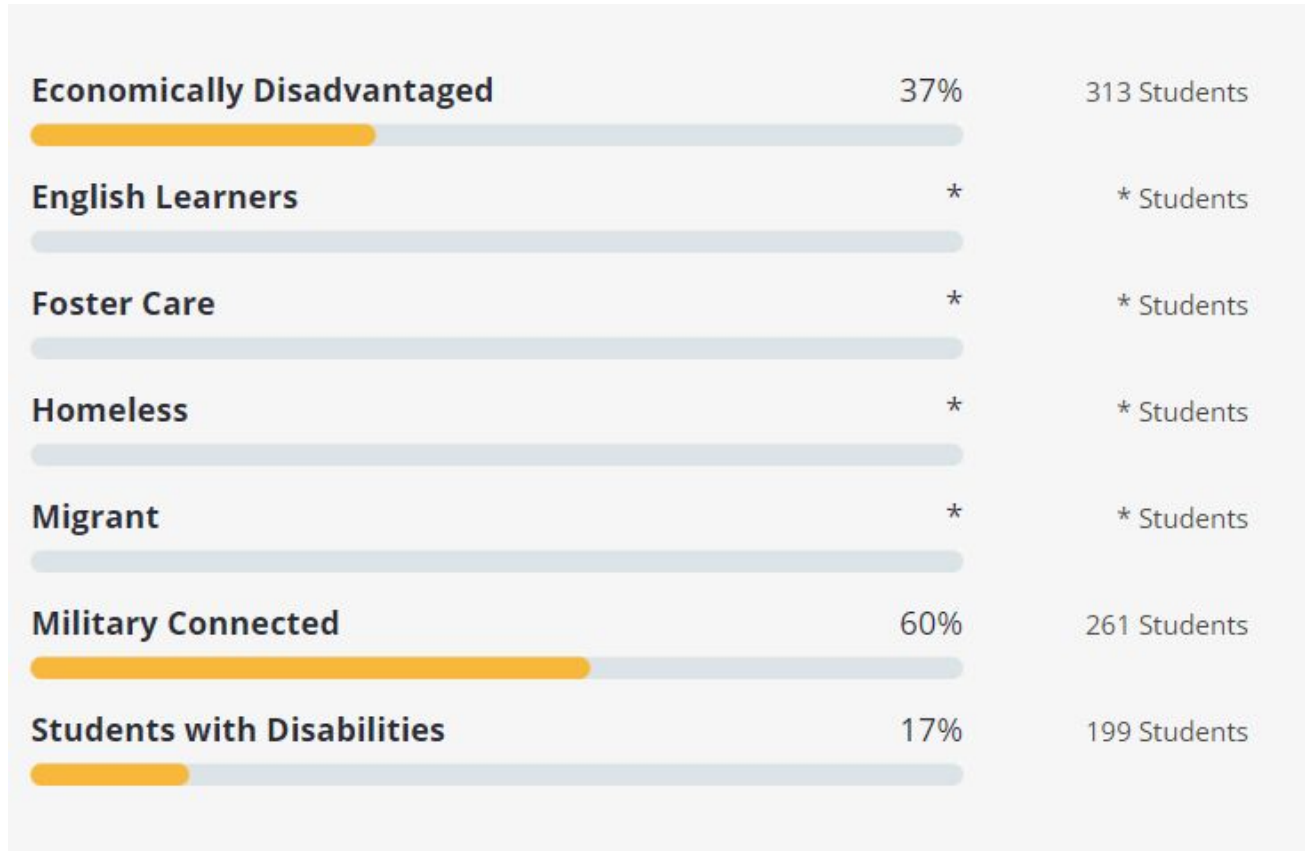
The information below shows how each population of students performed. It is broken down by group to show whether or not a school is serving all of its students well. When there are gaps for certain groups of students, schools will use that information to understand how they can better serve those groups to ensure that all students are performing at grade level.



District Scorecard: ELA SUB POPULATIONS



District Scorecard: ELA SUB POPULATIONS

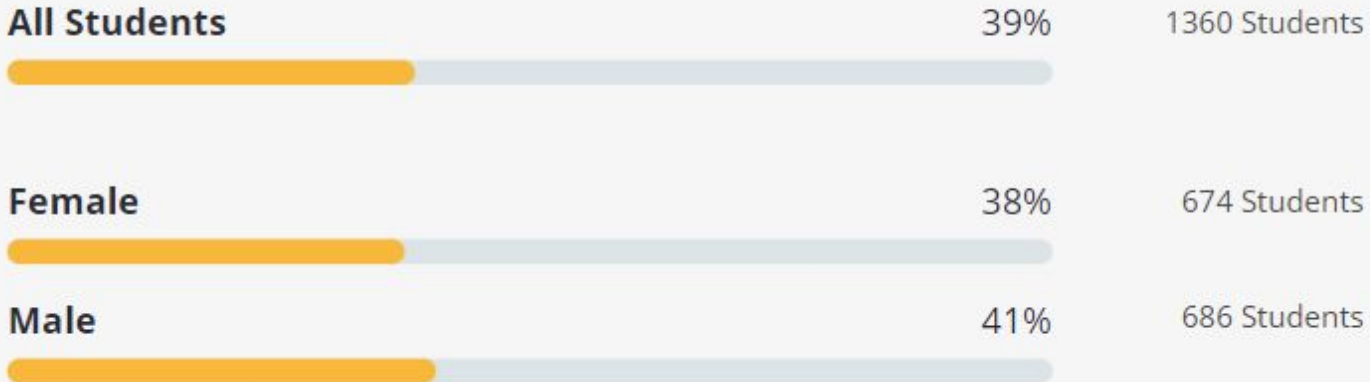


District Scorecard: MATH SUB POPULATIONS

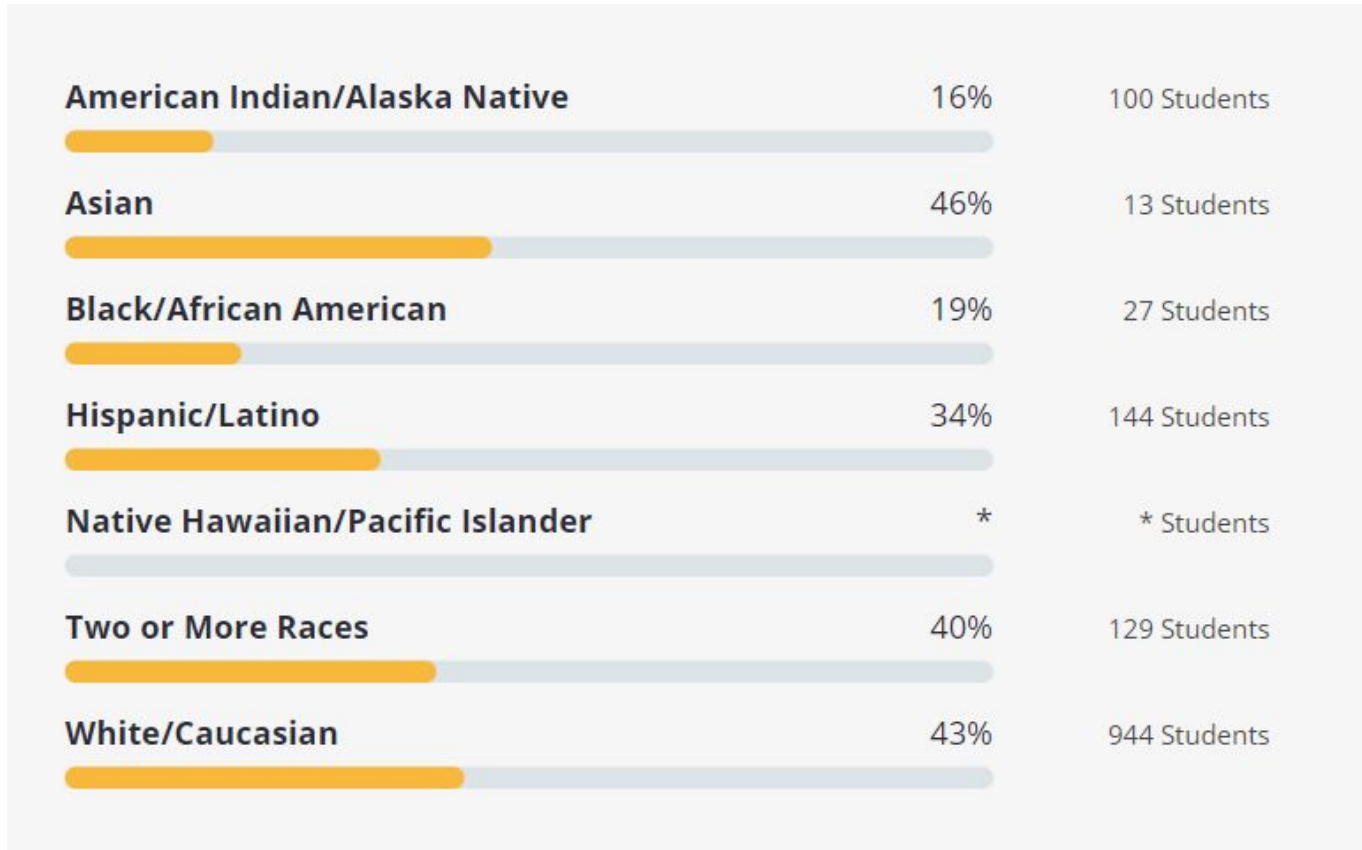
The information below shows how each population of students performed. It is broken down by group to show whether or not a school is serving all of its students well. When there are gaps for certain groups of students, schools will use that information to understand how they can better serve those groups to ensure that all students are performing at grade level.

Proficiency ▾

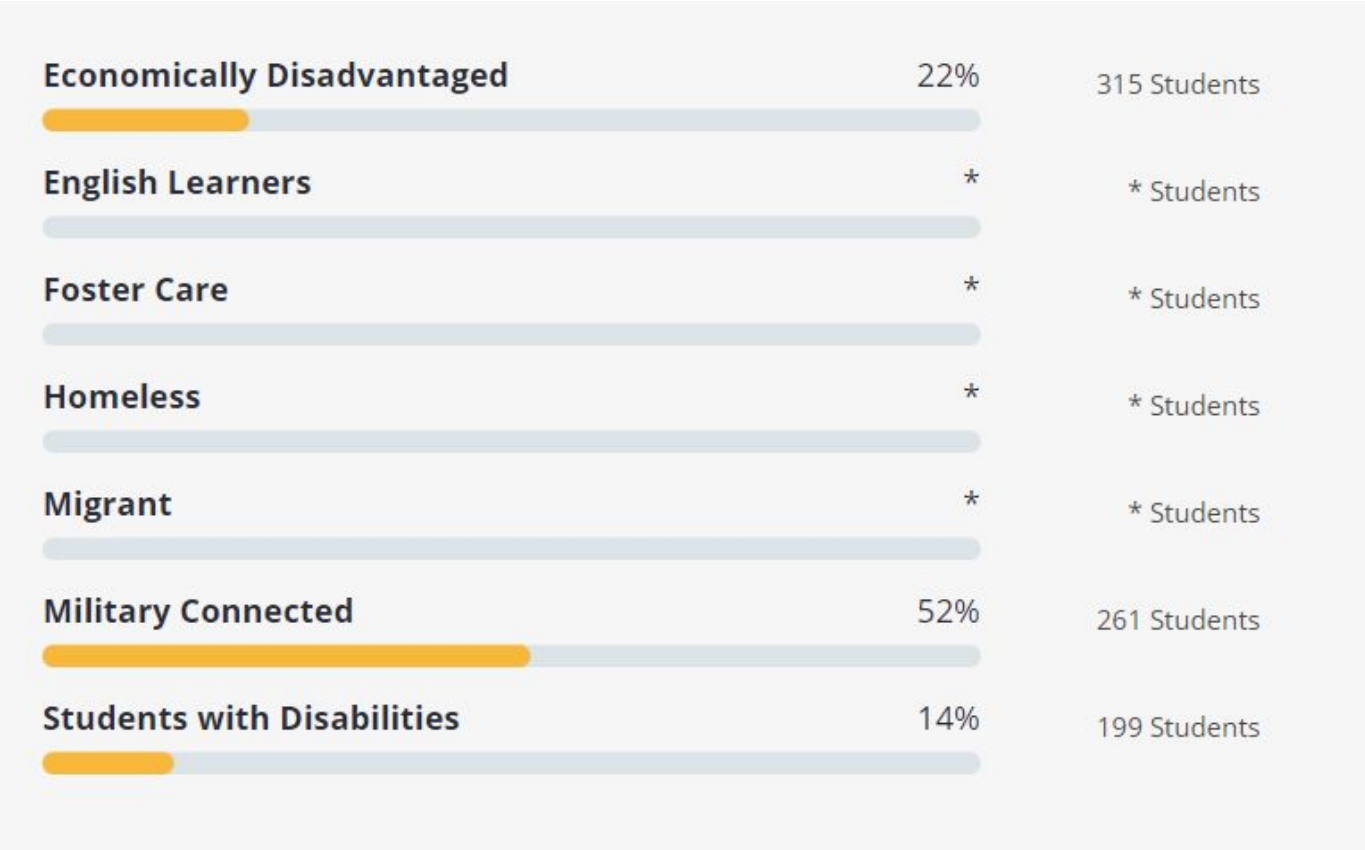
Mathematics ▾



District Scorecard: MATH SUB POPULATIONS



District Scorecard: MATH SUB POPULATIONS



Takeaways

- Math is an area of focus
- Move from foundational skills to application skills





**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
GREAT PLAINS TRIBAL LEADERS HEALTH BOARD
AND THE
DOUGLAS SCHOOL DISTRICT
October 13, 2022, to June 30, 2023**

I. PURPOSE

The purpose of this document is to establish a Memorandum of Understanding (MOU) between the Great Plains Tribal Leaders Health Board (GPTLHB) and Douglas School District (DSD) regarding the Connecting With Our Youth (CWOY) and CWOY Extension.

This agreement sets forth the conditions for CWOY/CWOY Extension and DSD to engage in a collaborative partnership to provide support to the behavioral health and wellbeing of students enrolled in the CWOY/CWOY Extension program and offer training opportunities to DSD staff. It sets forth the understanding between parties regarding referrals made by DSD staff and services provided and/or offered through CWOY/CWOY Extension.

Participation in any program, services, or training offered through this memorandum will be voluntary and must be approved by the parent/guardian of each youth.

Nothing in this agreement is intended to create an employee/employer relationship between CWOY and DSD.

II. PROGRAM GOAL AND OBJECTIVES

The goal of the CWOY/CWOY Extension program is to cultivate community-initiated prevention and intervention strategy that draws on the strength of the Lakota cultural values of generosity, courage, respect, and wisdom. CWOY/CWOY Extension will work to reduce the incidence of suicides and suicide attempts through community education and interventions appropriate for the American Indian/Alaska Native (AI/AN) youth and adults of all ages in the Box Elder area of DSD.

CWOY/CWOY Extension will increase the delivery of the early intervention and follow-up care for AI/AN youth/adults of all ages and family members following critical suicide-related events (i.e., suicide-related hospitalization and sentinel events in school or at home).

In the educational context, CWOY/CWOY Extension's goal is to increase the capacity of K-12 and postsecondary schools in the area to reduce the risk for suicidal factors, reduce the rate of suicide attempts, and reduce deaths by suicide among AI youth.

- Cheyenne River
Sioux Tribe
- Crow Creek
Sioux Tribe
- Flandreau Santee
Sioux Tribe
- Lower Brule
Sioux Tribe
- Mandan, Hidatsa &
Arikara Nation
(Three Affiliated Tribes)
- Oglala Sioux Tribe
- Omaha Tribe
of Nebraska
- Ponca Tribe
of Nebraska
- Rosebud Sioux Tribe
- Sac & Fox Tribe of the
Mississippi Indians in
Iowa/Meskwaki Nation
- Santee Sioux Tribe of
Nebraska
- Sisseton-Wahpeton
Oyate of the Lake
Traverse Reservation
- Spirit Lake Tribe
- Standing Rock
Sioux Tribe
- Trenton Indian
Service Area
- Turtle Mountain Band
of Chippewa Indians
- Winnebago Tribe
of Nebraska
- Yankton Sioux Tribe



III. ORGANIZATIONAL RESPONSIBILITY

The GPTLHB CWOY/CWOY Extension program is responsible for:

- 1) Providing administrative oversight for the program.
- 2) Monitoring program performance.
- 3) Ensuring fiscal management and accountability of CWOY/CWOY Extension program expenditures.
- 4) Maintain the following insurance coverages for CWOY/CWOY Extension and GPTLHB staff through the duration of this MOU: Automobile Liability and Workers' Compensation.
- 5) Ensure that all CWOY&CWOY Extension/GPTLHB employees who perform work under this MOU meet the requirements of the GPTLHB Personnel Policies & Procedures, Section 4.7, Background Checks.
- 6) Provide oversight of CWOY/CWOY Extension program staff.
- 7) Coordinating schedules alongside DSD to support the behavioral health and well-being of DSD students participating in CWOY/CWOY Extension programs.
- 8) Provide qualified staff to perform mental/behavioral health educational opportunities and behavioral health support to students who are enrolled in the CWOY/CWOY Extension program.
- 9) Obtain necessary consent for services from a student's parent or legal guardian.
- 10) Conduct services in accordance with CWOY/CWOY Extension program and GPTLHB standards and that of such licensing board as staff may be licensed under.
- 11) Maintain the security and confidentiality of any participant information which may be learned or witnessed as part of this agreement, in accordance with all applicable laws including FERPA and HIPAA.
- 12) DSD counselors, social workers, and psychologists will be provided information annually on the availability of CWOY/CWOY Extension program services. Designated staff partnering with CWOY/CWOY Extension will provide training to staff about the referral process and CWOY/CWOY Extension support navigator services.
- 13) Points of contact (POC), school counselors, social workers, and psychologists will be offered the opportunity to complete Lakota Mental Health training offered by GPTLHB.

DSD shall be responsible for:

- 1) Assign a point of contact (POC) at each DSD school with students and, parents/guardians to work with CWOY on the referral of students who meet at least one of the following criteria:
 - a. Experience with ongoing suicidal ideations.
 - b. Confirmation of a suicide plan, regardless of how specific or likely.
 - c. Self-harming or cutting behavior.
 - d. Severe substance abuse characterized by self-medicating behaviors as opposed to experimental or reputational behaviors.
 - e. Isolationist behavior is characterized by internal social avoidance or external exclusion.
 - f. Recent experience with high-level trauma such as exposure to suicidal behavior among close friends or family, violent victimization, domestic violence victim or witness.



- 2) The referral process through DSD POCs is as follows:
 - a. When a DSD school counselor or social worker believes a student meets one or more of the criteria for participation in the CWOY/CWOY Extension Support Navigator Program, they will consult with the POC at their school to begin the referral process. The DSD POC will assist in acquiring parental/guardian consent, or work with the parents/guardians or young adults who have reached the age of consent to complete the CWOY/CWOY Extension program informed consent, the release of information, and intake forms.
 - b. After the completion of referral forms, the DSD POC will fax or email notification of the completed referral to the CWOY Program Manager.
- 3) DSD POC shall provide verbal updates to CWOY/CWOY Extension support navigators on student progress toward short and long-term goals set by students in consultation with their support navigators. The DSD POC will work with the support navigators with the intent of facilitating and strengthening student recovery and success.
- 4) Allow CWOY Support Navigators to enter DSD to meet with CWOY/CWOY Extension program participants.
- 5) Provide CWOY/CWOY Extension program staff opportunities to participate in district and school-based professional learning that were deemed appropriate.

IV. CONFIDENTIALITY

This program's nature requires information obtained from the program participants and anyone identified through this program shall remain confidential. Both CWOY & CWOY Extension Program/GPTLHB and DSD staff agree to keep all participant information confidential and secure in compliance with all applicable laws, including FERPA and HIPAA, and not to divulge any protected and confidential information to any third parties, in any way.

V. MEETINGS

To ensure all parties' responsibilities are meeting fulfillment, both CWOY/CWOY Extension Program and DSD shall communicate (i.e., conference calls, emails, correspondence, telephone calls, etc.) on a frequent and regular basis. Meetings shall occur no less than once every 3 three (3) months to review the activities, share information, provide progress reports, and explore new opportunities for collaboration.

VI. LENGTH OF MEMORANDUM OF UNDERSTANDING

The provisions of this memorandum of understanding shall remain in effect from October 13, 2022, to June 30, 2023. Each fiscal grant year of the program, a new MOU shall be signed and updated, as the scope of work may change. Three (3) weeks prior to the date for renewal of this agreement, the respective parties shall each review the MOU and then make recommendations to the other party(s) if changes are going to be recommended. Modifications may only be made with the mutual agreement of both parties. This MOU may be terminated by either party. This MOU may be terminated by the Great Plains Tribal Leaders Health Board if the collaborating organization violates applicable federal, state or local laws, or the Policies of the GPTLHB, or in the event of a loss of funding for this project.



VII. OTHER TERMS AND CONDITIONS

Nothing in this MOU is intended to change the immunities or the legal or sovereign status of either party to the MOU, and all other rights and responsibilities outside of this MOU are reserved to the respective parties to this MOU.

VIII. ACCEPTANCE

Approved and accepted by the Douglas School District:

Kevin E. Case
Superintendent

Date

Approved and accepted by the Great Plains Tribal Leaders Health Board:

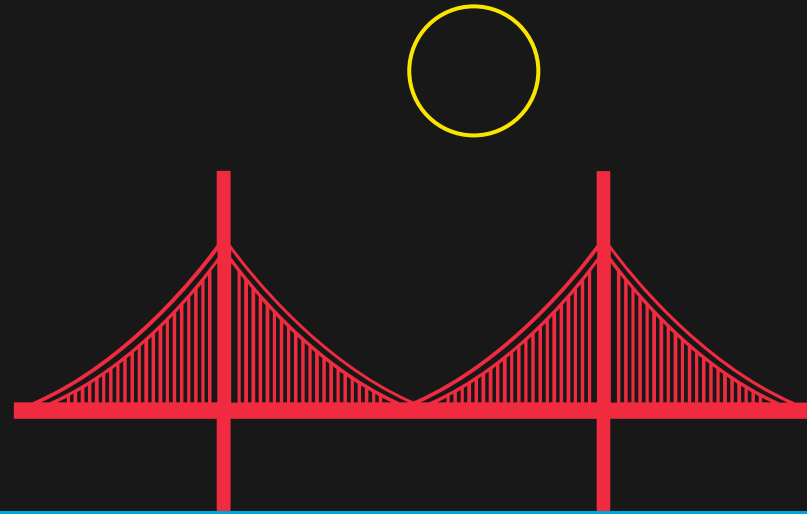
Jerilyn Church, MSW
Chief Executive Officer

Date



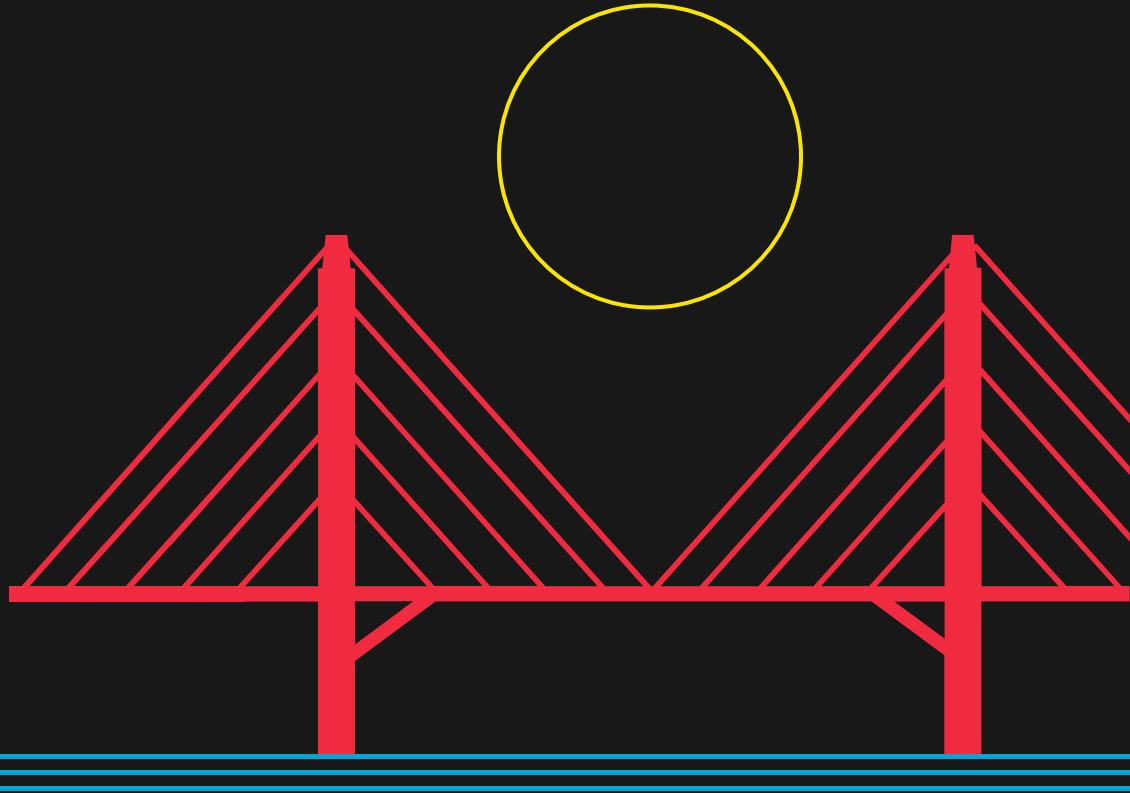
The Bridge Program

DSD Adult Transition Program



Scope of Work

Proposal must target students with disabilities in secondary education programs between the ages 18 and 21 who need continual support for learning a variety of life skills including employment and independent living skills that will lead to competitive integrated employment.



Scope of Work & Program Intent

Scope of Work

The Department of Human Resource, Division of Rehabilitation Services published the RFP to establish or expand current Transition Programs for Students with Disabilities in secondary education programs between ages 18 and 21.

Program Requirements for Students

1

Must be a student with a disability between ages 18 and 21

2

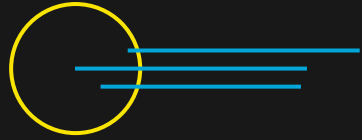
Must be enrolled with a secondary school

3

Must have barriers that hinder community and employment inclusion



Scope of Work (cont.)



Pre-ETS

Job exploration
counseling

provides opportunities to gain information about careers, the skills needed for different jobs and to uncover personal career interests.

Work-based learning
experiences

in-school or after school opportunities, experience outside school setting (including internships) that is provided in an integrated environment to the maximum extent possible

Counseling on enrollment
opportunities in higher
education

provides families with information and guidance on a variety of post-secondary education and training opportunities

Instruction in
self-advocacy

develops skills for students to gain knowledge of self, rights and responsibilities, communication, and leadership





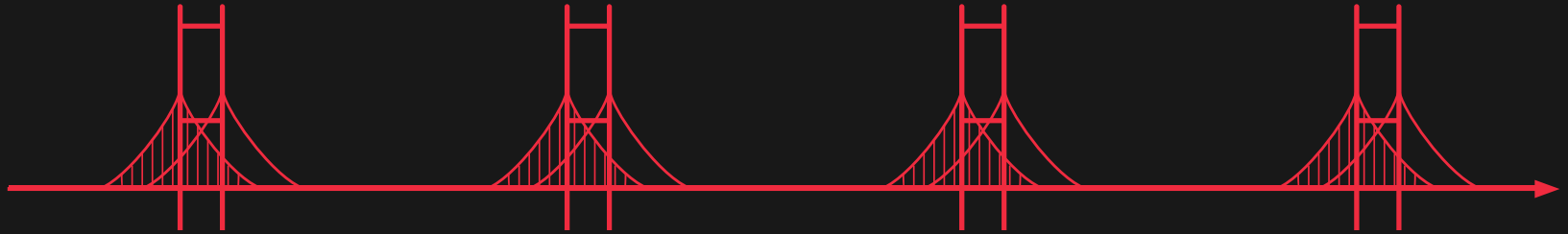
Timeline

01

02

03

04



November

Submitted Letter of
Intent to Participate
in RFP

December

Developed and
Submitted Grant
Proposal

January

Notification of Grant
Award

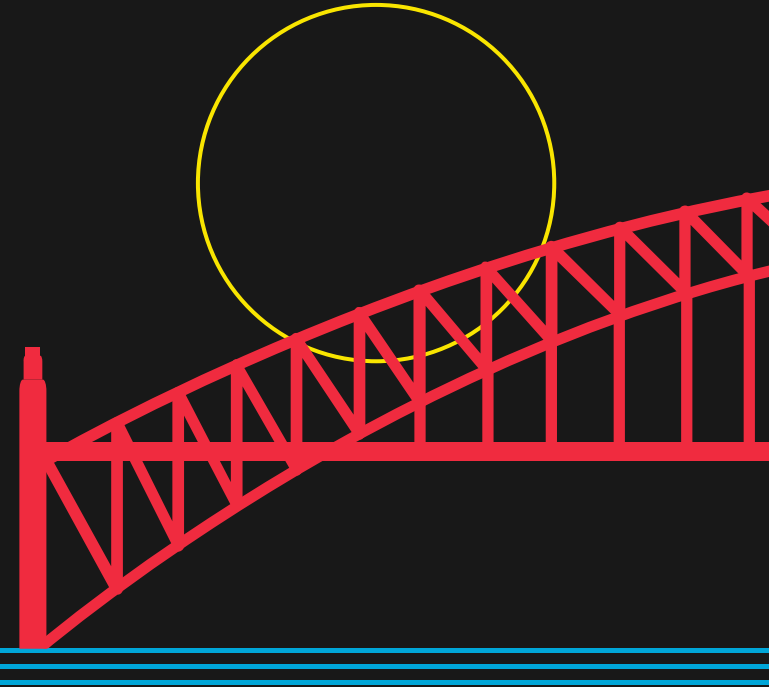
August

Program Officially
Launched!



Introduction

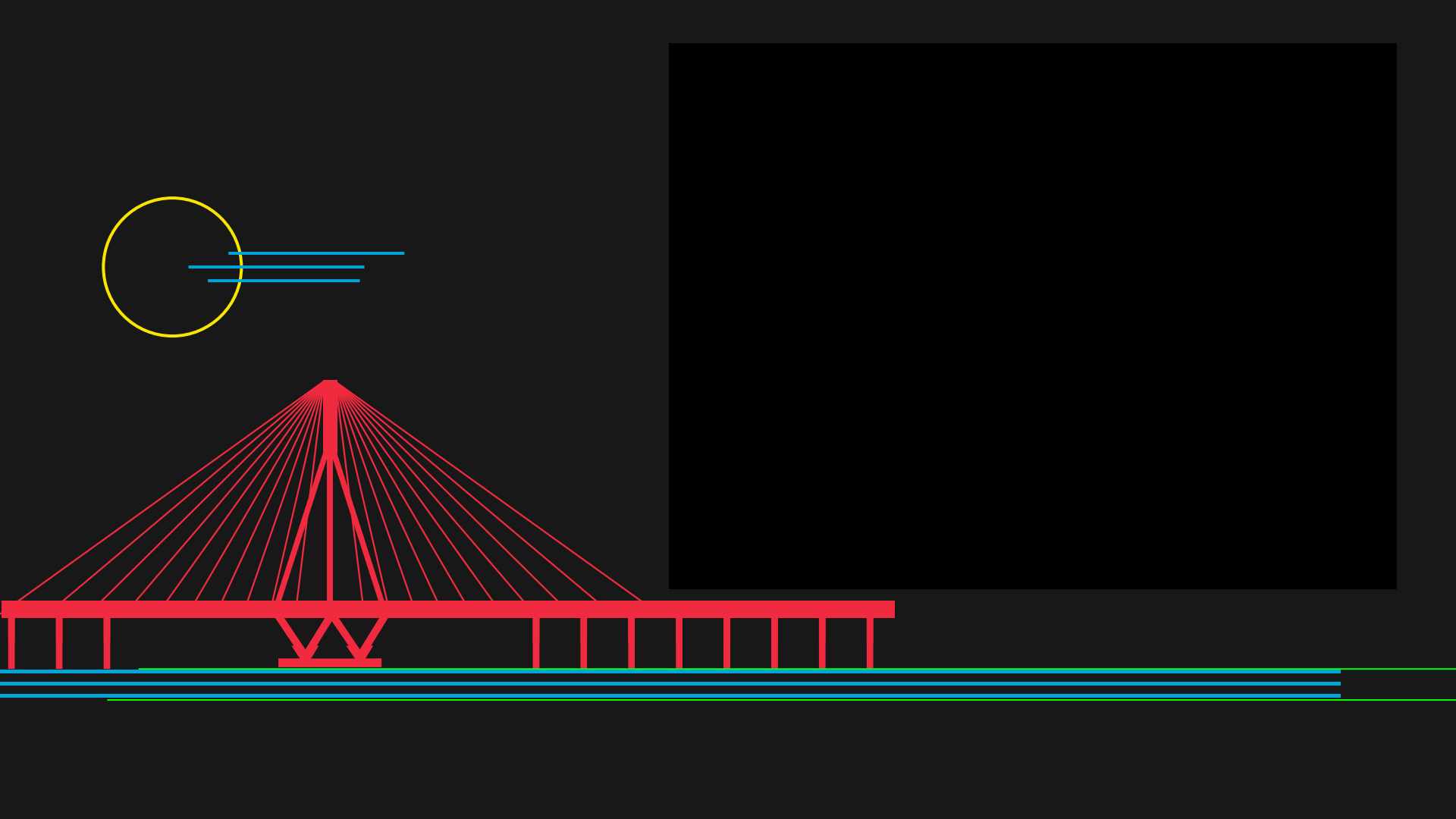
The Bridge Program

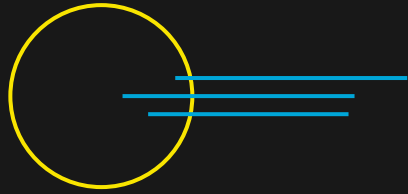




Purpose

The purpose of The Bridge Program is to provide support for students with disabilities ages 18-21 as they transition to independent living and integrated employment





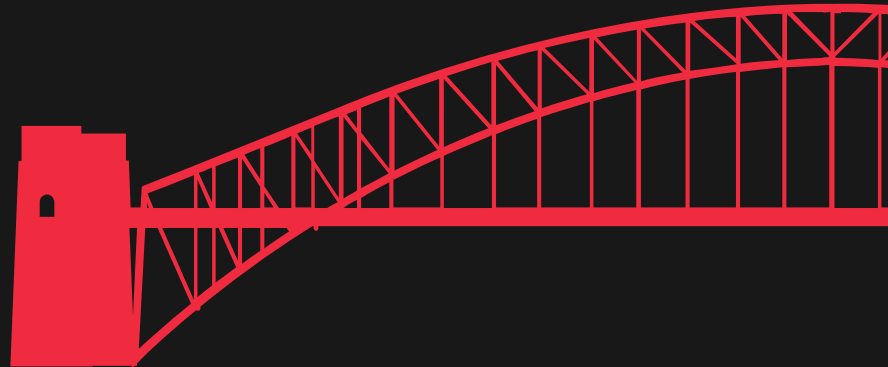
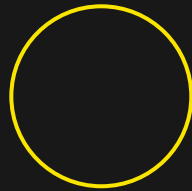
Participant Testimony



Participant: Shawn Stock
Parent: Jody Stock

Thank you!

Do you have any
questions?



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TITLE I, Part A
IMPROVING ACADEMIC ACHIEVEMENT OF DISADVANTAGED
BUDGET FY 2023

REVENUE:		Original
66.4158.008		\$642,223.00
	Carry Over	\$96,585.00
	TOTAL	\$738,808.00

EXPENDITURES:		
66.1273.012.008.111	CERTIFIED SALARIES	\$133,736.26
66.1273.012.008.112	INSTRUCTIONAL AIDES/PARA	\$44,195.40
66.1273.012.008.120	CERTIFIED SUBSTITUTES	\$1,000.00
66.1273.012.008.121	CLASSIFIED SUBSTITUTES	\$500.00
66.1273.012.008.130	OVERTIME/STIPENDS	\$0.00
66.1273.012.008.210	SOCIAL SECURITY	\$13,611.77
66.1273.012.008.220	RETIREMENT	\$10,675.90
66.1273.012.008.230	INSURANCE	\$16,198.00
66.1273.012.008.240	WORKER'S COMPENSATION	\$0.00
66.1273.012.008.315	REGISTRATION	\$12,000.00
66.1273.012.008.334	TRAVEL	\$20,000.00
66.1273.012.008.411	NON-TECHNOLOGY SUPPLIES	\$0.00
66.1273.013.008.111	CERTIFIED SALARIES	\$116,535.74
66.1273.013.008.112	INSTRUCTIONAL AIDES/PARA	\$42,273.00
66.1273.013.008.120	CERTIFIED SUBSTITUTES	\$1,000.00
66.1273.013.008.121	CLASSIFIED SUBSTITUTES	\$500.00
66.1273.013.008.130	OVERTIME STIPENDS	\$0.00
66.1273.013.008.210	SOCIAL SECURITY	\$12,148.87
66.1273.013.008.220	RETIREMENT	\$9,528.52
66.1273.013.008.230	INSURANCE	\$9,586.00
66.1273.013.008.240	WORKER'S COMPENSATION	\$0.00
66.1273.013.008.315	REGISTRATION	\$12,000.00
66.1273.013.008.334	TRAVEL	\$20,000.00
66.1273.013.008.411	NON-TECHNOLOGY SUPPLIES	\$0.00
66.1273.014.008.111	CERTIFIED SALARIES	\$135,538.76
66.1273.014.008.112	INSTRUCTIONAL AIDES/PARA	\$38,430.00
66.1273.014.008.120	CERTIFIED SUBSTITUTES	\$1,000.00
66.1273.014.008.121	CLASSIFIED SUBSTITUTES	\$500.00
66.1273.014.008.130	OVERTIME/STIPENDS	\$0.00
66.1273.014.008.210	SOCIAL SECURITY	\$13,308.61
66.1273.014.008.220	RETIREMENT	\$10,438.13
66.1273.014.008.230	INSURANCE	\$23,386.00
66.1273.014.008.240	WORKER'S COMPENSATION	\$0.00
66.1273.014.008.315	REGISTRATION	\$12,000.00
66.1273.014.008.334	TRAVEL	\$20,000.00
66.1273.014.008.411	NON-TECHNOLOGY SUPPLIES	\$0.00
		\$730,090.96

TITLE I, PART A
IMPROVING ACADEMIC ACHIEVEMENT OF DISADVANTAGED
PARENT INVOLEMENT
BUDGET FY 2022

66.2128.012.008.411	NON-TECHNOLOGY SUPPLIES	\$2,578.00
66.2128.013.008.411	NON-TECHNOLOGY SUPPLIES	\$2,578.00
66.2128.014.008.411	NON-TECHNOLOGY SUPPLIES	<u>\$2,578.00</u>
		\$7,734.00

TITLE I, PART A
IMPROVING ACADEMIC ACHIEVEMENT OF DISADVANTAGED
STUDENT TRANSPORTATION SERVICES
BUDGET FY 2022

66.2556.006.008.332	MILEAGE	<u>\$983.04</u>
		\$983.04
	INDIRECT COSTS	<u>\$0.00</u>
	GRAND TOTAL	<u>\$738,808.00</u>

TITLE II, Part A
IMPROVING TEACHER QUALITY - CLASS SIZE REDUCTION
BUDGET FY 2023

		Original
REVENUE:		
66.4159.998		\$155,661.00
	Carry Over	\$10,748.00
	TOTAL	<u>\$166,409.00</u>
EXPENDITURES:		
66.1111.012.998.111	CERTIFIED SALARIES	\$83,204.50
66.1111.013.998.111	CERTIFIED SALARIES	\$83,204.50
		\$166,409.00

**TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS
BUDGET FY 2022**

		<u>ORIGINAL</u>
REVENUE:		
66.4153.009		\$79,370.00
	Carry Over	<u>\$4,803.00</u>
	TOTAL Allocation	\$84,173.00
EXPENDITURES:		
66.1121.020.009.111	CERTIFIED SALARIES	\$37,665.00
66.1121.020.009.120	CERTIFIED SUBSTITUTES	\$0.00
66.1121.020.009.210	SOCIAL SECURITY	\$2,881.37
66.1121.020.009.220	RETIREMENT	\$2,259.90
66.1121.020.009.230	INSURANCE	\$3,241.73
66.1121.020.009.240	WORKER'S COMPENSATION IN	\$0.00
66.1121.020.009.479	NON-TECHNOLOGY SUPPLIES	\$1,000.00
66.2212.000.009.411	SOFTWARE LICENSING FEES	\$2,500.00
66.2546.000.009.319	PROFESSIONAL SERVICES	<u>\$34,625.00</u>
	TOTAL	<u>\$84,173.00</u>