

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Monday, June 10, 2024

**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/97193337399?pwd=ObXVICqEHgEmGKaVqWcgkaCj1GoDFP.1>
Meeting ID: 971 9333 7399
Passcode: 014970

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

{{Name: Agenda Item Name}}

1. Call Meeting To Order:
2. Pledge of Allegiance and Moment of Silence In Honor Of Fallen Soldiers And Active Duty Persons:
3. Recognition.
4. Review of Board Working Agreements:
 - We ask
 - We learn
 - We lead
- 5.
6. Public Forum:
7. Approval of Agenda:
8. Consent Agenda Items:
 - A. Approval of Regular Meeting Minutes of May 28, 2024.
 - B. Approve Personnel Action
 - C. Approve the Purchases and Issuing of Accounts Payable and Payroll.

- D. Approve Declaring Items as Surplus (surplus for sale or discard).
 - E. Approve moving the July Regular Board of Education Meeting and Annual Organizational Meeting to Monday, July 15, 2024.
 - F. Approve Conflict Disclosures and Waiver Authorizations Pursuant to SDCL 3-23-3
 - G. Approve the reelection of one hundred eighty-two(182) certified contracts for the 2024-25 school year.
 - H. Approve the reelection of fourteen (14) administrator contracts for the 2024-25 school year.
9. Items Removed From Consent Agenda
10. Elementary and Secondary Curriculum and Instruction Items:
- A. Approve K-12 Student Handbooks for the 2024-25 school year.
11. Superintendent Items:
12. Fiscal Resources Items:
13. Operational Support Services Items:
- A. Approve SECOND READING of REVIEWED, REVISED, or DELETED Board Policies, Section I, IGBC - INGA.
 - B. Approve SECOND READING of NEW Board Policy GCDA Tuition Assistance / Loan Program and GCDA-E1, Interest Free Loan Application.
 - C. Approve REVISED Job Descriptions.
14. Reports:
- A. Superintendent:
 - B. Committee Reports From Board Members and Comments from Associate Board Members
15. Upcoming Calendar Events:
June 24 - BOE Meeting, 5:00 pm
16. Executive Session
17. Action As A Result of Executive Session
18. Adjournment

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

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

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

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

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

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

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

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

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

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

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

1. Agenda and Non Agenda Items:

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

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

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

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

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

3. Authority of Presiding Officer:

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

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

REFERENCES

State Reference:

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

Policy Cross Reference:

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

Adoption History

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

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

DATE _____

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

Please print legibly.

	Name & Address	Email & Phone #	Topic / Item #
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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, May 28, 2024

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Tuesday, May 28, 2024 at 5:00 PM in the library conference room at Vandenberg Elementary School, Box Elder, South Dakota. President Tanya Gray presided. Those present were:

Ben Frerichs: Present, Tanya Gray: Present, Amy McGovern: Present, Chris Misselt: Present, Tonya Welch: Present. Jo Anne Mulholland, Associate Member, Present.

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

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

Superintendent Kevin Case stated it takes a whole crew to land the plane at the end of the school year. He thanked everyone for their part in a safe landing.

There was nothing for public forum.

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

Motion to approve the consent agenda, Items 7A-G. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried. Abstaining: T Gray.

Approved Regular Meeting Minutes of May 13, 2024.

Approved Personnel Action for May 28, 2024. (Attachment)

Approved April 2024 Financial Reports. (Attachment)

Approved the Accounts Payable Report for May 31, 2024. (Attachment)

Approved declaring Francis Case library books as surplus (surplus for sale or discard).

Approved declaring items on list as surplus (surplus for sale or discard).

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

Elementary and Secondary Curriculum and Instruction Items:

Motion to approve partnership with Lifeways for services for Douglas School District students- at no cost to DSD. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Motion to Approve Memorandum of Understanding for partnership with Friends of the Children starting in the 2024-25 school year. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Motion to Approve new Middle School/High School Activities Handbook for 2024-2025, effective June 1, 2024. This motion, made by Ben Frerichs and seconded by Tonya Welch, Carried.

Superintendent Items:

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

BE IT RESOLVED THAT the Douglas School Board hereby recognizes and commends the following staff members on the occasion of their retirement. Their many years of dedication and service to the Douglas School District have benefited countless staff and students. The Board wishes them success and happiness in the future.

Shannon Utter 27 Years

Motion to set the number of employees in the requested Transportation bargaining group at 24 bus drivers and 4 bus aides based on Human Resources data. The board requests that the proposed bargaining unit contact the Department of Labor and request that the Department Of Labor conduct an election to determine if the bargaining unit should be created. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

In reflecting on their 2023-24 leadership work, several building administrators and coordinators shared their learning experiences this year as it ties back to the District Strategic Direction. They briefly reported on their work in the focus areas of identity, ownership, adaptability, and community and well-being by highlighting their learning and how that work and growth impacted their students, built transparency with staff, students and parents; and developed a collaborative culture through systemic and systematic practices.

Fiscal Resources Items:

Motion to approve moving MDU gas lines as presented. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Operational Support Services Items:

Motion to Approve Items 12A-C as one motion. This motion, made by Chris Misselt and seconded by Ben Frerichs, Carried.

Approved Second Reading of Revised or Reviewed Policies IA-IGBB, Section I,
Instruction:

Reviewed Board Policy IA - Instructional Goals

Reviewed Board Policy IB - Academic Freedom

Reviewed Board Policy IC - School Year - School Calendar

Reviewed Board Policy ID - School Day
Revised Board Policy IF - Curriculum Development
Revised Board Policy IG - Curriculum Model
Revised Board Policy Regulation - IG-R - Curriculum Model
Revised Board Policy IGAA - Citizenship Education
Revised Board Policy IGAB - Human Relations Education - Moral and Character Instruction
Deleted Board Policy IGABA - Staff AIDS Education Plan
Reviewed Board Policy IGAC - Teaching about Religion
Revised Board Policy IGAD - General and Specific Occupational Education
Revised Board Policy IGAG - Chemical Abuse Prevention Program
Reviewed Board Policy IGAH - Family Life and Sex Education
Revised Board Policy IGBA - Programs for Children with Disabilities
Revised Board Policy IGBB - Student Acceleration Practices

Approved First Reading of reviewed, revised, or deleted Board Policies, Section I Instruction, IGBC – INGA:

Revise Board Policy IGBC - English Learner Instruction
Review Board Policy IGBG - Homebound Instruction
Revise Board Policy IGBH - Alternative School Program
Revise Board Policy IGBH-R - Alternative School Program Regulation
Review Board Policy IGCB - Distance Learning
Revise Board Policy IGD - Extra-Curricular Activities
Review Board Policy IGDF - Student Fundraising Activities
Review Board Policy IGDG - Student Activities Funds Management
Review Board Policy IGDJ - Concussion Awareness and Prevention
Review Board Policy Exhibit IGDJ-E - Return to Competition Form
Revise Board Policy IGEB - Honorary High School Diplomas for WWII Veterans
Delete Board Policy IH - Instructional Arrangements - Distant Delivered Instruction
Review Board Policy IHB - Class Size
Review Board Policy IIAA - Educational Materials Acquisition and Evaluation
Revise Board Policy IIAC - Library Materials Selection and Adoption
Review Board Policy IIBE - Instructional Multimedia
Review Board Policy IIBGB - Internet Access and Technology Use
Delete Board Policy IICA - Field Trips and Activity Trips
Review Board Policy IICC - School Volunteers
Revise Board Policy IICD - Chaperones for School-Related Activities
Review Board Policy IJ - Guidance Program
Revise Board Policy IK - Academic Achievement
Revise Board Policy IKAD - Reporting to Parents
Revise Board Regulation IKAD-R - Reporting to Parents
Revise Board Policy IKB - Homework
Revise Board Policy IKE - Promotion and Retention of Students
Revise Board Policy IKF - Graduation Requirements
Review Board Policy IKFC - Alternative High School Credit Attainment
Review Board Regulation IKFC-R - Alternative High School Credit Attainment
Review Board Exhibit IKFC-E - Student Application Alternative Credit

Revise Board Policy IL - Testing Programs
Revise Board Policy ILB - State Required Assessments
Revise Board Policy INB - Teaching about Controversial Issues
Revise Board Policy IND - School Ceremonies and Observances
Revise Board Policy ING - Animals in Schools and Classrooms
Delete Board Policy INGA - Animals in the Classroom

Approved First Reading of new Board Policy GCDA - Tuition Assistance / Loan Program and Exhibit GCDA-E(1) - Interest Free Loan Application.

Motion to Approve Douglas Middle School Visible Difference Cleaning Contract. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Reports:

Committee Reports from Board Members and Comments from Associate Board Members

Tonya Welch stated the Booster Club had a great year--on break until July.

Ben Frerichs remarked it's been a busy week and an awesome year. He has appreciated the team work, and added that the Wellness Committee will meet next week. They are in the process of developing a district plan for all staff.

Amy McGovern added there is a lot happening in the Box Elder community.

Motion to move into executive session at 6:13 p.m. for remaining staff and administrators negotiations according to SDCL 1-25-2.4. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

President Gray called the Board out of executive session at 6:39 p.m.

Motion to approve classified, coordinators, and administrators compensation packages as recommended. This motion, made by Amy McGovern and seconded by Chris Misselt, Carried.

Motion to adjourn the meeting at 6:40 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 _____.

DOUGLAS SCHOOL DISTRICT

PERSONNEL ACTION: 5/28/2024

Employee Leave of Absence Requests

Name	Building	Position	Effective Date
Shelby Sieveke	FC	Instnctional Aide	05/21/2024

Certified Professional Growth Plans

Name	Building	Position
Sherri Rathert	HS	Math Teacher

Certified Retirements

Name	Position	Location	Effective Date
Shannon Utter	1st Grade Teacher	FC	2023/2024

Certified Resignations/Terminations

Name	Position	Location	Effective Date
Ruth Coates	Math Teacher	HS	2023/2024
Lauryn Mobley	5th Grade Teacher	VES	2023/2024
Samantha Drury	SLP	BC	2023/2024
William Velez III	Special Education Teacher	HS	2023/2024

Classified Resignations/Terminations/Non-Renewals

Name	Position	Location	Effective Date
Brian Palmer	Student Council Advisor	MS	2023/2024
Casey Taylor	Food Services	HS	2023/2024
Cathy Baragar	6th Girls Volleyball	MS	2023/2024
Lane Johnson	Technology Coordinator	IT	6/30/3024
Princess Thomas	Bus Aide	Trans	05/23/2024
Jackie Schwartz	Security Aide	HS	2023/2024
Donna Curry	6th Volleyball	MS	2023/2024
Amy Caron	Lunchroom Supervisor	HS	2023/2024
Thomas Mills	6th Boys Intramural BB	MS	2023/2024

Classified Voluntary Transfer Request

Name	From Bldg / Position / Hrs / Wage	To Bldg / Position / Hrs / Wage	Effective Date	
Harvey Miller	FC/Night Custoidan	District/Custodian	2024-2025	Assignment
Micah Bredberg	FC/Night Custoidan	FC/Day Custodian	2024-2025	Assignment
Shawn Connor	MS/Night Custodian	FC/Night Custodian	2024-2025	Assignment

Certified Staff Hiring

Name	Location / Position	Wage	Effective Date
Sarah Yanez	FC/Special Education Teacher	\$61,700.00	2024/2025
Cassidy Hoellein	FC/1st Grade Teacher	\$55,200.00	2024/2025
Malia Ludden	FC/Kindergarten Teacher	\$53,700.00	2024/2025
Nikol Andrews	BC/Pre-K Instructional Aide	\$16.95	2024/2025
Juliette Teregeyo	Carr/Family Services Caseworker	\$63,200.00	2024/2025

Classified Staff Hiring				
	Name	Location / Position	Wage	Effective Date
	Laurie Kowaleski	FC/Pre-K Instructional Aide	\$16.95	2024/2025
	Eric Vetch	HS/Instructional Aide	\$16.95	2024/2025
	Rebecca Wylie	CO/Curriculum Secretary	\$18.45	05/31/2024
	James Ritter	BC/ Custodian (Nights)	\$17.45	05/28/2024
Temporary Hires				
	Name	Position	Salary	Effective Date
	Bridget Koehler	Secretary Summer Help	\$21.45	2023-2024
	Melissa Owen	ESY Teacher	\$53.02/hr	6/1/24
	Teresa Crooks	B-1/Early Childhood ESY	\$55.22/hr	7/1/24
	Jody Melton	B-3/ SLP/ESY SLP Evaluations	\$51.74/hr	6/1/24
	Sarah Reimer	ESY SLP	\$50.64/hr	6/1/24
	Tara Lipp	ESY Teacher	\$53.02/hr	6/1/24
	Denise Stiles	ESY 18-21 Audlts Transition Teacher	\$53.02/hr	7/1/24
	Lexi Prange	ESY SLP Assistant	\$25.45/hr	7/1/24
	Calie Derflinger	ESY Para/Substitute	\$18.45/hr	6/1/24
	Livvy Bright	ESY Para	\$16.20/hr	6/1/24
	Monica Paris	ESY Para	\$18.45/hr	6/1/24
	Stacey Biberdorg	ESY Para	\$20.70/hr	6/1/24
	Melinda Garner	Summer Feeding	\$15.00/hr	7/1/24-8/13/24
	Megumi Woroniecki	Summer Feeding	\$16.20/hr	7/1/24-8/13/24
	Kristen Goff	Summer Feeding	\$15.45/hr	7/1/24-8/13/24
	Gered Pitts	Summer Feeding	\$15.45/hr	7/1/24-8/13/24
	Chrisite Medina	Summer Feeding	\$19.20/hr	7/1/24-8/13/24
	Jason Eddy	HS Asst. Wrestling Coach	\$4,403.00	2024/2025
	Allison Schuch	MS Cheer Coach	\$3,151.00	2024/2025
	Andrea Murphy	HS Asst Soccer Coach	\$4,465.00	2024/2025
	Cari Kennedy	MS Student Council Advisor	\$1,694.00	2024/2025
	Janee Leigh	MS Newspaper	\$1,742.00	2024/2025
	Brian Palmer	MS Yearbook Advisor	\$1,718.00	2024/2025
	Nick Ferguson	8th Head FB Coach	\$4,526.00	2024/2025
	Kevin Militello	MS Robotics	\$1,766.00	2024/2025
	Logan Phelps	MS Head Wrestling Coach	\$3,437.00	2024/2025
	Eric Elder	MS Asst. Cross Crountry Coach	\$2,614.00	2024/2025
	Rober Rath	MS 7th Head FB Coach	\$3,437.00	2024/2025
	Mathew Howard	MS Knowledge Bowl Coach	\$1,718.00	2024/2025
	Megan Steiger	MS 8th VB Head Coach	\$3,629.00	2024/2025
	Shae Weber	MS 8th Asst. VB Coach	\$2,477.00	2024/2025
	Tori Nielsen	MS 7th Asst VB Coach	\$2,477.00	2024/2025
	Brook Clark	MS 7th Head VB Coach	\$3,581.00	2024/2025
	Cassie Hamer	MS Head Fall Drama Coach	\$3,240.00	2024/2025
	Lindsay Scott	MS Asst. Fall Drama Coach	\$1,987.00	2024/2025

	Mathew Howard	Grounds (Seasonal)	\$15.00	5/28/24
	Shelley Mitchell	Student2Student	\$400.00	2023-2024
	Keri Flint	Student2Student	\$400.00	2023-2024
	Amanda Miller	Student2Student	\$400.00	2023-2024
	Brenda Johanson	Summer Bus Driver	\$24.65	June 1-June 30
	Halie Stearns	Tech Summer Help	\$15.00	5/24/24
	Amanda Schroeder	ESY Para	\$16.20/hr	6/1/24
	Christina Campbell	Summer School Driver	\$23.32/hr	6/1/24
	Laura Savage	Summer School Driver	\$21.67/hr	6/1/24
	Robert Hughes	Summer School Driver	\$23.32/hr	6/1/24
	Beverly Gabriel	Summer School Driver	\$22.50/hr	6/1/24
	Kelly Earnest	Summer School Driver	\$24.15/hr	6/1/24
	Rosemary Black Bear	Summer School Driver	\$20.85/hr	6/1/24
	Tammi Koch	ESY Driver	\$24.15/hr	6/1/24
	Lisa Scofield	ESY Driver	\$22.83/hr	6/1/24
	Theresa Ames	ESY Bus Aide	\$14.70/hr	6/1/24
	Edwin Snarski	ESY Bus Aide	\$18.45/hr	6/1/24
	Logan Woods	Summer Youth	13.00/hr	5/28/2024
	Jude Sand	Summer Youth	13.00/hr	5/28/2024
	Maja Louzon	Summer Youth	13.00/hr	5/28/2024
	Jacob Thibeau	Grounds (Seasonal)	15.00/hr	5/28/2024
**	Personnel Action additions and updates made after initial publication and before scheduled school board meeting.			

April 1, 2024 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 3/31/24	(934,824.35)	1,381,450.69	1,752,744.55
RECEIPTS:			
TAXES	105,555.56	82,991.42	43,671.79
INTEREST	688.54	0.00	0.00
ADMISSIONS	0.00	0.00	0.00
LOCAL	3.18	1,500.00	0.00
COUNTY	5,697.74	0.00	0.00
STATE	1,269,916.00	0.00	273,928.00
FEDERAL	0.00	0.00	22,883.18
OTHER	265.00	43.83	0.00
INTERFUND TRAN.	18,571.22	0.00	0.00
TOTAL RECEIPTS:	1,400,697.24	84,535.25	340,482.97
DISBURSEMENTS:			
VERIFIED CLAIMS	54,992.29	46,413.44	12,258.72
SALARIES	1,654,647.12	0.00	381,374.24
TRANSFERS OUT			
BALANCE 04/30/24	(1,243,766.52)	1,419,572.50	1,699,594.56
BALANCE 04/30/23	(513,250.23)	(502,621.91)	730,983.82

April 1, 2024 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 3/31/24	(3,838,030.61)	49,497.51
RECEIPTS:		
LOCAL		
STATE		
FEDERAL	0.00	0.00
REIMBURSEMENTS		
OTHER (LOCAL) -AFROTC	0.00	0.00
INTERFUND TRAN.		
TRANSFER IN		
TOTAL RECEIPTS:	0.00	0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	10,298.27	0.00
SALARIES	87,964.78	0.00
TRANSFERS OUT		
BALANCE 04/30/24	(3,936,293.66)	49,497.51
BALANCE 04/30/23	(3,392,139.16)	49,497.51

April 1, 2024 FINANCIAL	DEP CARE	MEDICAL REIMB	IMPACT AID
BALANCE 3/31/24	1,660.75	(3,178.36)	28,706,929.54
RECEIPTS:			
INTEREST	0.00	0.00	18,571.22
FEDERAL	0.00	0.00	0.00
LOCAL	1,051.68	2,093.72	0.00
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	1,051.68	2,093.72	18,571.22
DISBURSEMENTS:			
VERIFIED CLAIMS	380.84	178.00	0.00
EXPENDITURES/TRANSFERS OUT	0.00	0.00	18,571.22
BALANCE 04/30/24	2,331.59	(1,262.64)	28,706,929.54
BALANCE 04/30/23	75.07	1,603.11	24,577,122.54

April 1, 2024 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS
BALANCE 3/31/24	301,589.65	292,059.62
RECEIPTS:		
INTEREST		
SALES	53,997.73	0.00
STATE	0.00	0.00
FEDERAL	0.00	0.00
LOCAL	331.88	20,037.29
OTHER		
INTERFUND TRAN.		
LOANS		
TOTAL RECEIPTS:	54,329.61	20,037.29
DISBURSEMENTS:		
VERIFIED CLAIMS	44,565.14	19,050.10
SALARIES	71,962.97	0.00
BALANCE 04/30/24	239,391.15	293,046.81
BALANCE 04/30/23	389,049.64	261,702.60

Board Report - For School Board 05/31/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
AMAZON.COM	184063		8,128.49
AMICK SOUND INC	184064		108.30
AMSTERDAM PRINTING & LITHO CORPORATION	184065		590.23
ASCD	184066		128.35
BJ'S INSTRUMENT REPAIR	184067		80.00
BLACK HILLS ENERGY- AUTO PAY	168		29,814.27
BLACK HILLS URGENT CARE	184070		100.00
CARQUEST AUTO PARTS	184071		502.13
CHRIS SUPPLY, INC.	184072		620.41
COLUMN SOFTWARE PBC	184074		416.27
CRESCENT ELECTRIC	184077		8.10
DAKOTA PARTY	184078		93.96
DEMCO, INC	184079		536.73
DOUGLAS PETTY CASH	184080		75.00
FAULKNER, MELANIA	184082		170.00
HIGH POINT NETWORKS, LLC	184083		57.50
HILLYARD INC	184084		505.30
LEXIIA VOYAGER SOPRIS LEARNING INC	184086		180.00
LYNN JACKSON SHULTZ & LEBRUN PC INC	184087		827.00
MENARDS	184088		168.39
MIDCONTINENT COMMUNICATIONS- AUTO PAY	169		1,463.96
MIDWEST BUS PARTS, INC.	184089		142.85
NASSP	184090		385.00
NORTH CENTRAL BUS & EQUIPMENT CO. INC	184091		30.13
OVERHEAD DOOR, INC.	184092		8.10
PETTIT, ANN	184094		97.65
PRAIRIE RIDGE	184095		125.00
PRESSURE SERVICES INC	184096		427.07
RUSHMORE PLAZA HOLIDAY INN	184099		89.14
SAM'S CLUB	167		52.86
SPARTAN STORES, LLC.	184100		65.94
SPEARFISH SCHOOL DISTRICT	184101		150.00
VANWAY TROPHY & AWARD, INC.	184105		1,113.80
WAL-MART STORES INC	167		389.34
ZORO.COM	184107		46.35

Board Report - For School Board 05/31/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
GENERAL FUND			47,697.62
AMAZON.COM	184063		452.06
INNOVATIVE OFFICE SOLUTIONS	184085		2,183.40
RIVERSIDE TECHNOLOGIES INC	184098		2,229.60
TITLEWAVE	184103		1,881.98
WHITTEMORE, ELIZABETH	184106		17.00
CAPITAL OUTLAY			6,764.04
AMAZON.COM	184063		459.88
BLACK HILLS BEHAVIOR (dba) IMPACT LEARNING	184068		4,550.00
BLACK HILLS SPECIAL SERVICES COOPERATIVE	184069		45.00
CREATIVELY FOCUSED LLC	184076		5,981.25
ELSTON, KRISTI	184081		1,428.17
OWEN, MELISSA	184093		69.95
RATWIK, ROSZAK & MALONEY, P.A	184097		26.50
TIMMONS MARKET	184102		35.39
TOTEM PD	184104		1,295.00
WAL-MART STORES INC	167		103.68
SPECIAL ED			13,994.82
AMAZON.COM	184063		1,870.29
CITY OF BOX ELDER/PUBLIC WORKS DEPT	184073		25,434.84
CREATIVE BEAN COFFEE CO	184075		2,146.25
GRANTS			29,451.38
Sub Total			97,907.86
ALSCO	12435		298.96
Baker, Noel	12436		19.45
CASH-WA DISTRIBUTING COMPANY, INC.	12437		6,247.82
COCA-COLA BOTTLING CO HIGH COUNTRY	12438		654.00
DAKOTA WAREHOUSE	12439		26.00
PAN-O-GOLD BAKING COMPANY, INC.	12440		619.26
PIZZA HUT- BOX ELDER	12441		874.00
PRAIRIE FARMS	12442		3,999.17
REINHART FOOD SERVICE LLC	12443		3,436.30
SARGENT, KRISTI	12444		97.45
Stafford, Will	12445		541.60
FOOD SERVICE			16,814.01
Grand Total:			114,721.87

DOUGLAS SCHOOL DISTRICT**PERSONNEL ACTION 06/10/2024****Certified Professional Growth Plans**

Name	Building	Position
Emily Trainer	DMS	6th Science Teacher
Melissa Hartley	VES	4th Grade Teacher

Certified AOS Payments

Amy Rowe	\$300.00
Amanda Awe	\$400.00
Bridget Bolinger	\$1,050.00
Robert Harrington	\$150.00
Denise Stiles	\$100.00
Lorie Meade	\$600.00
Krisa Engel	\$900.00
Kimberly Kearns	\$200.00
Arianna Grindle	\$300.00
Christie Apland	\$300.00
David Carrol	\$650.00
Brandy Perkins	\$50.00
Katie Bell	\$300.00
Mary Smith	\$300.00
Laressa Finney	\$400.00
Micheal Munoz	\$400.00
Brian Palmer	\$150.00
Marlee Wieman	\$100.00
Travis Miller	\$300.00
Nicholas Knutson	\$150.00
Karley Colicheski	\$550.00
Sheila Sivertsen	\$600.00
Brianna Marty	\$1,000.00
Megan Kvernum	\$1,200.00
Kaitlin Heier	\$300.00
Melissa Owen	\$200.00
Nick Ferguson	\$1,650.00
Michelle Crane	\$450.00
Sherri Horan	\$750.00
Tara Lipp	\$150.00
Tonia Vahlberg	\$400.00
Rebekah Varilek	\$50.00
Holly Howie	\$150.00
Kayla Rivera	\$150.00

Early Resignation Incentive Pay

	Name	Amount	Effective	
	Susan Waterson	\$1,000	6/21/2024	
	Timothy Fischer	\$1,500	6/21/2024	
	Rebecca Nelson	\$1,500	6/21/2024	
	Lori Kindle	\$1,500	6/21/2024	
	Joie Drysdale	\$1,500	6/21/2024	
	Janice Hemen	\$1,500	6/21/2024	
	Georgia Simon	\$500	6/21/2024	

Classified Service Factor Bonus

	Name	Position/Years	Amount	Dates of Service
	Brandy Aukerman	VES Principal's Sec. 15 Years	\$1,058.22	6/11/09- 6/11/2024
	Michelle Brown	VES Sped Aide 15 Years	\$934.07	6/1/09- 6/1/2024

Classified Resignations/Terminations

	Joaquin Grijalva	Custodian	FC	05/31/2024
	Kelly Earnest	FSW	VES	05/26/2024

Certified Staff Hiring

	Name	Location / Position	Wage	Effective Date
	Kelli Waddell	VES/Elementary Teacher	\$58,200.00	2024-2025

Temporary Hires

	Name	Position	Salary	Effective Date
	Amanda Miller	CO Summer Help	\$20.70	2023-2024
	Rebecca Kenoyer	CO Summer Help	\$20.70	2023-2024
	Brandy Aukerman	CO Summer Help	\$21.45	2023-2024
	Courtney Crosswait	Dakota Dreams Mentor	\$500.00	2023-2024
	Robert Hughes	Bus Driver/Summer	\$25/hr	6/1/24
	Beverly Gabriel	Bus Driver/Summer	\$25/hr	6/1/24
	Christina Campbell	Bus Driver/Summer	\$25/hr	6/1/24
	Kelly Earnest	Bus Driver/Summer	\$25/hr	6/1/24
	Laura Savage	Bus Driver/Summer	\$25/hr	6/1/24
	Rosemary Black Bear	Bus Driver/Summer	\$25/hr	6/1/24
	Chandra Canaan	S2S Coordinator	\$600.00	9/5/23
	Jennifer Collins	S2S Coordinator	\$600.00	9/5/23
	Andrew Divis	Grounds Summer	\$15/hr	5/24/24

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

Board Report - For School Board 06/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
A TO Z SHREDDING	184115		367.76
AMERICINN-SIOUX FALLS	184116		6,027.28
BOX ELDER HARDWARE	184117		292.89
BROOKINGS SUPER 8	184118		964.00
CENTURYLINK	184120		491.90
CITY OF BOX ELDER/PUBLIC WORKS DEPT	184122		4,738.16
CLIMATE CONTROL SYSTEMS AND SERVICE	184123		342.35
COLLEGE BOARD	184124		1,508.00
CROW, DARLING	184125		71.20
DAKOTA PARTY	184126		24.22
DAKOTA POTTER'S SUPPLY	184127		649.20
DAKOTA SUPPLY GROUP, INC.	184128		92.15
DB SOUND LLC	184129		237.50
EVERGREEN OFFICE PRODUCTS	184130		65.97
FIDUCIARY ACCOUNT	184131		3,944.21
GAUDINO, JESSICA	184133		33.35
HILLYARD INC	184134		2,038.68
HOLIDAY INN - CITY CENTER	184135		321.00
HOLSWORTH, KARA	184136		72.83
JOHNSON, APRIL	184137		93.84
LIFETOUCH PUBLISHING, INC.	184139		1,739.98
MCPHERSON, JACKIE	184140		39.60
MG OIL COMPANY, INC.	184141		8,689.50
MONTANA DAKOTA UTILITIES COMPANY, INC.	171		6,165.54
NORTH CENTRAL BUS & EQUIPMENT CO. INC	184142		65.24
O'CONNOR COMPANY, INC.	184143		4,842.77
PENNINGTON COUNTY SHERIFF	184144		34,011.00
PRESSURE SERVICES INC	184145		468.03
PRINCIPALS CONFERENCE-GARRETSON HIGH	184146		200.00
RIVERSIDE TECHNOLOGIES INC	184148		1,400.00
SASD	184149		180.00
SDSLHA	184151		150.00
STURGIS OPTIMIST	184152		80.00
TIE	184153		2,450.00
VOYAGER FLEET SYSTEMS, INC.	184154		326.81

Board Report - For School Board 06/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
WEST RIVER ELECTRIC-AUTOPAY	170		1,273.22
WESTERN COMMUNICATIONS, INC.	184155		215.72
GENERAL FUND			84,673.90
CENTURY BUSINESS	184119		9,149.71
FOLLETT CONTENT SOLUTIONS, INC	184132		1,553.75
CAPITAL OUTLAY			10,703.46
CHILDREN'S CARE HOSPITAL & SCHOOL	184121		5,780.00
KIELHOLD, NANCY	184138		109.20
RATWIK, ROSZAK & MALONEY, P.A	184147		265.00
SASD	184149		843.00
SD DEPARTMENT OF HUMAN SERVICES	184150		29,606.80
SPECIAL ED			36,604.00
Sub Total			131,981.36
ALSCO	12447		298.96
CASH-WA DISTRIBUTING COMPANY, INC.	12448		493.27
CHILD AND ADULT NUTRITION	12449		2,388.95
DAKOTA WAREHOUSE	12450		120.00
FIDUCIARY ACCOUNT	12451		775.00
GENERAL FUND	12452		56,495.42
PRAIRIE FARMS	12453		490.89
FOOD SERVICE			61,062.49
Grand Total:			193,043.85

PAYROLL EXPENDITURES

MAY 7 2024

MAY 21 2024

TOTALS

\$1,124,236.81

\$1,205,787.80

**Douglas School District 51-1
Equipment, Furniture, Misc.
2023-2024 Surplus**

CONDITION CODES: U=Useable, N=Not Useable, R=Repairable, D=Damaged

Rm#	Qty	Description	Model/Douglas #	Serial #	Condition Code (see above)
182	1	Zearn Kit (Scales, place value chips)			U
182	1	Pattern Blocks Bucket			U
182	1	Fraction circles and rectangles bucket			U
182	1	Fake coin and bill money and dice bucket			U
182	6	Yard sticks			U
182	9	Meter sticks			U
182	1	Bucket of pattern blocks, cubes, and tetris shapes			U
182	1	Bucket of 3D shapes			U
182	1	Bucket of pattern blocks and linking cubes			U
182		Social Studies Posters			U
182	4	Bulletin borders			U
182	1	Heavy duty stapler			U
		2nd Grade Zearn Kit & Contents:			u
	400	Foam Two-Color Counters			u
	2	Giant Classroom Money Kit			u
	1	Place Value Strips Whole Numbers, Set of 40			u
	6	pieces each)			u
	1	Rekenrek 100-Bead Demonstration Frame			u
	1	Foam Color Tiles, Set of 400			U
		Grade 1 Investigations Math Kit Contents:			
	2	Set of Geo Blocks/330 pieces			u
	10	100's charts			u
	1	2 sided counters (Set 300)			u
	1	Demonstration clock			u
	10	0-9 Spinner			u
	10	Plastic mini student clocks			u
	1	200			u
	1	Number cards (set 20)			u
	1	Numberline for wall			u
	1	Overhead coin set			u
	7	Set of Inch/Bricks and Measuring Tools			u
	6	Set of Small Yektti Cards			u
	1	Set of large Yektti Cards			u
	12	Inch/Centimeter Rulers			u
	1	Set Hundreds chart numbers			u

14	500	Centimeter Cubes			u
14	8	Economy Meterstick			u
14	2	Giant Classroom Money Kit			u
14	1	Foam Color Tiles, Set of 400			u
14	5	pieces each)			u
14	1	Rekenrek 100-Bead Demonstration Frame			u
14	2	Cuisenaire Geared Clock			u
14	1	Lakeshore Geared Clock			u
14	23	Geoboard Double-Sided			u
14	8	Economy Yardstick			u
14	5	UniLink Cubes Set of 100			
14	300	3-D Geometric Shapes			
14	1	Scale and Balance w/weights			
12		2nd Grade Zearn Kit & Contents:		92952A	u
	500	Centimeter Cubes		4650-100	u
	1	Foam Color Tiles, Set of 400		315B	u
	400	Foam Two-Color Counters		343B	u
	1	Giant Classroom Money Kit		40842	u
	1	Place Value Strips Whole Numbers, Set of 40		84574	u
	6	pieces each)		67075	u
	1	Rekenrek 100-Bead Demonstration Frame		66458	u
					u
6	100	Foam Color Tiles			u
6	2	Giant Classroom Money Kit			u
6	1	Place Value Strips Whole Number Set of 40			u
6	6	Set of Place Value Disks 4 values (200 pieces each)			u
6	10	Plastic clocks			u
6	1	Hundred Wall Chart			u
6	3	Gallon bags of connecting cubes			u
6	1	Tin of plastic colored disks			u
6	18	thermometers			u
6	7	TI-108 calculators			u
6	4	Silver Burdett and Ginn Calculators			u
6	1	Class Set of 3-D foam shapes			U
6	1	Class Set of foam Shapes			U
6	1	Ladybug house			U
6	1	Calculator holder			u
6	16	wooden spacemen			U
6	21	Bag book holders			u
6	900	Connecting cubes			u
6	1	Class set of Connecting Cubes			U
6	1	Reckencke			U
6	2	Class Money Set			U
	500	Centimeter Cubes			u

	12	Geared Mini-Clocks			U
	1	Foam Color Tiles, Set of 400			U
	400	Foam Two-Color Counters			U
	6	6 Economy Yardstick/Meterstick			U
	2	Giant Classroom Money Kit			U
	1	Place Value Strips Whole Numbers, Set of 40			U
	6	pieces each)			U
	1	Rekenrek 100-Bead Demonstration Frame			U
Lib	3	CSI Wireless Amp Nady WA-120 w 3 microphones			N
Office	1	wall phone	t-909B	219400-VOE-27S	U
	12	8	8 student desks with attached chairs		U
	12	1	Square table for students		U
Library	6	Epson Powerlite S4 Multimedia	07-656	J3VG673406F	U
Library		Projectors	07-660	J3VG673387F	U
Library		Projectors	07-659	J3VG673403F	U
Library		Projectors	07-648	J3VG673984F	U
Library		Projectors	07-657	J3VG673392F	U
Library		Projectors	07-655	J3VG673389F	U
Library	1	Wii Sports Resort System	n/a	n/a	R
	15	1	Table, wooden topped		D
	15	1	Rolling Mill	504	U
	15	1	Metal Shear	114-023	U
	15	1	Desk/Lab table		U
	15	1	Casting Machine	112912	D
	15	1	Small Cutting Saw		U
	15	1	Anvil & Stand	617	U
LIB	5	tan book cart			
LIB	1	red book cart			
LIB	1	blue book cart			
LIB	1	wooden book cart			
LIB	1	mini red book cart			
LIB	1	mini blue book cart			
LIB	2	metal rolling shelves			
LIB	1	metal rolling cart			
LIB	1	tv & cart			
LIB	5	ottomans			
LIB	1	plastic shelf			
LIB	1	footstool on wheels			
LIB	1	projector- no cords			
LIB	1	DVD VCR combo			
LIB	1	tall chair			
LIB	1	microcontroller kit			
LIB	1	speaker- no cords			

LIB	1	metal AV cart			
LIB	2	bookshelves- office next to circulation desk			
7th TPC	8	red stools			R
7th TPC	4	silver/brown stools			U
7th TPC	1	brown storage ottoman			U
203	1	cisco TV setup			
203	4	cream desk w blue chair			
203	1	TVs JVC			
203	1	TV magnavox			
203	4	random remotes			
203	1	computer cart			
203	1	brown desk missing drawer			
203	1	metal desk			
203	1	metal filing cabinet			
203	1	brown shelf w wheels			
203	4	boxes of books- digital comm. Tools			
7th TPC	1	large metal desk			D
8th TPC	4	black rolling chairs			U
lobby	1	Brown Partical Board Shelf			u
lobby	1	wood shelf			u
lobby	1	tri-fold book shelf			u
lobby	1	red/wh/blue easel white board			u
lobby	1	tan metal book shelf			u
lobby	1	set of three little tikes drawers			u
lobby	1	plastic shelves red/green/blue			u
lobby	1	small wood table with bottom tray			u
lobby	1	4 tiered wood book display			u
lobby	3	wood tray holders			u
lobby	1	small white board			u
lobby	1	black 4 drawer file cabinet	11-4005050		u
lobby	1	2 drawer tan file cabinet			u
lobby	1	gray cabinet/toy fridge			u
lobby	1	red cabinet/toy stove	11-7007159		u
lobby	2	small blue plastic chairs			u
Lobby	1	metal red art easel			u
Lobby	1	Digitor Drillmaster	Educational Insights	123760	U
Lobby	1	AlphaSmart 2000	SpEd014	ALF2000-0698-05146	U

**Douglas School District 51-1
Textbooks/Curriculum
2023-2024 Surplus**

CONDITION CODES: G=Good D=Damaged O=Obsolete

Qty	Title	Publisher	ISBN#	Grade Level	Copyright Year	Condition Code
1	STEM Activity Book	Pearson	978-0-328-52101-2	3		G
1	Social Studies and LA	Pearson	978-0-328-593101-1	3		G
1	My World	Pearson	978-0-328-97316-3	3		G
1	Developmental Profiles	Wadsworth	978-1-111-83095-3	3		G
2	Interactive Science Teacher's Edition and Resource	Pearson	978-0-328-87144-5	2nd	2016	u
1	Readers' Theater Interactive Science	Pearson	978-0-328-59300-2	2nd	2016	u
1	Interactive Science Science Songs Audio CD	Pearson	978-0-328-66961-5	2nd	2016	u
1	Untamed Science Video Series: Chapter Adventures	Pearson	978-0-328-62671-7	2nd	2016	u
1	Interactive Science Teacher's Edition and Resource	Pearson	978-0-328-87144-5	2nd	2016	
1	Readers' Theater Interactive Science	Pearson	978-0-328-59300-2	2nd	2016	
1	Interactive Science Science Songs Audio CD	Pearson	978-0-328-66961-5	2nd	2016	
1	Untamed Science Video Series: Chapter Adventures	Pearson	978-0-328-62671-7	2nd	2016	
1	Interactive Science Teacher's Edition and Resource	Pearson	978-0-328-87144-5	2nd	2016	G
1	Readers' Theater Interactive Science	Pearson	978-0-328-59300-2	2nd	2016	G
1	Interactive Science Science Songs Audio CD	Pearson	978-0-328-66961-5	2nd	2016	G
1	Untamed Science Video Series: Chapter Adventures	Pearson	978-0-328-62671-7	2nd	2016	G
1	Interactive science Teachers edition and resource	Pearson	978-0-328-87144-5	2nd	216	G
5	Scholastic Rhyming Dictionary	Golden Book	0-439-79642-3		1994	
1	Interactive Science Teacher's Edition and Resource	Pearson	978-0-328-87144-5	2nd	2016	
1	Interactive Science Teacher's Edition and Resource	Pearson	978-0-328-87144-5	2nd	2016	
1	Readers' Theater Interactive Science	Pearson	978-0-328-59300-2	2nd	2016	
1	Interactive Science Science Songs Audio CD	Pearson	978-0-328-66961-5	2nd	2016	
1	Untamed Science Video Series: Chapter Adventures	Pearson	978-0-328-62671-7	2nd	2016	
18	Interactive Science	Pearson	978-0-328-87137-7	1	2016	G
5	Stem activity book	Pearson		Kdg	2016	G
5	Readers theater book	Pearson		Kdg	2016	G
3	Teachers Ed & Resource Pink bks	Pearson		Kdg	2016	G
6	Teacher Ed & Resource Green bks	Pearson		Kdg	2016	G
3	Interactive Science Songs	Pearson		Kdg	2016	G
2	untamed Science	Pearson		Kdg	2016	G
	Video Cds					
7	Directed books and labs	Pearson		Kdg	2016	G
3	Teachers program guide & Unit Resources	Pearson		Kdg	2016	G
97	Student Work books	Pearson		Kdg	2016	G
8	Teacher Manuals	Pearson		1st	2016	G
5	Readers theater book	Pearson		1st	2016	G
6	Stem Activity Books	Pearson		1st	2016	G

6	Test Bank CD	Pearson		1st	2016	G
5	Vich Adventure CD	Pearson		1st	2016	G
5	Science Songs	Pearson		1st	2016	G
120	Decodable Books	Pearson		1st	2016	G
82	Student Workbooks	Pearson		1st	2016	G
9	Teacher Inter Science	Pearson	978-0-328-87144-5	2nd	2016	G
3	Teachers Theater	Pearson	978-0-328-59300-2	2nd	2016	G
4	Stem Activity Book	Pearson	978-0-328-63525-2	2nd	2016	G
2	Science Song CD's	Pearson	978-0-328-66961-5	2nd	2016	G
1	Test Bank CD	Pearson	978-0-328-88622-7	2nd	2016	G
8	Student Workbooks	Pearson		2nd	2016	G
6	Teacher Editionn	Pearson	978-0-328-87145	3rd	2016	G
8	S.S & Lang Art Conections	Pearson	978-0-328-59310	3rd	2016	G
6	Stem Activity	Pearson	978-0-328-52101	3rd	2016	G
6	Untamed Science DVD/CD	Pearson	978-0-328-62672	3rd	2016	G
5	Examview CD	Pearson	978-0-328-62218	3rd	2016	G
1	Accelerating the Prayers	Pearson	978-0-328-60356	3rd	2016	G
4	Student Workbooks	Pearson		3rd	2016	G
12	Discovering plants animals & their habitats	Pearson	139780328617814	1		G
12	All about the sun	Pearson	139780328617623	1		G
6	Needs and habitats	Pearson	139780328617258	1		G
12	Rocks and Soil on Earth	Pearson	139780328617838	1		G
12	Earths surface	Pearson	139780328617203	1		G
12	All about Crystals and gems	Pearson	139780328617760	1		G
6	Electricity Everywhere	Pearson	139780328657612	1		G
12	Different Habitats	Pearson	19780328617753	1		G
6	Energy in our world	Pearson	19780328657603	1		G
12	What can you design	Pearson	139780328644582	1		G
12	Living things change and grow	Pearson	139780328617654	1		G
11	Plants and animals living together	Pearson	139780328617609	1		G
6	The Sky above us	Pearson	139780328617685	1		G
12	What is the design Process	Pearson	139780328644575	1		G
12	Machines that work	Pearson	139780328617586	1		G
17	Earth and Sky	Pearson	139780328617142	1		G
16	Energy around us	Pearson	13978032865759	1		G
24	Plants and animals	Pearson	13978328617173	1		G
27	Practice of Science	Pearson	139780328617135	1		G
12	Science Everywhere	Pearson	139780328617678	1		G
25	The Design Process	Pearson	139780328644568	1		G
11	Matter and Energy	Pearson	139780328617227	1		G
11	What is Air	Pearson	139780328617784	1		G
12	Flight	Pearson	139780328617708	1		G
9	Practice of Science	Pearson	139780328617197	1		G
12	Using Technology	Pearson	139780328617821	1		G
9	Energy and Forces	Pearson	139780328617562	1		G
12	Using Technology and tools	Pearson	139780328644384	1		G
12	Understanding technology and tools	Pearson	139780328644377	1		G
12	Technology and tools	Pearson	139780328644360	1		G

6	Matter and its properties	Pearson	139780328617722	1		G
6	The Sky	Pearson	139780328618309	K		G
12	Living things	Pearson	13978328617579	K		G
12	All about plants and animals	Pearson	13978328617548	K		G
12	Solve Problems	Pearson	13978328644520	K		G
11	What are forces and energy	Pearson	139780328617531	K		G
12	Learning about science	Pearson	139780328617500	K		G
12	You can solve problems	Pearson	139780328644537	K		G
6	Matter and its properties	Pearson	139780328617722	K		G
13	What is in the sky	Pearson	139780328617517	K		G
12	Doing Science	Pearson	139780328570546	K		G
48	Interactive Science	Pearson	139780328871360	K		G
5	Stem Activity Book	Pearson	139780328635252	2		G
6	Teacher Edition and resource	Pearson	139780328871421	K		G
3	Teacher Edition and resource	Pearson	1397803288714380	1		G
1	Teacher Edition and resource	Pearson	139780328871445	2		G
1	My world interactive	Pearson	139780328973101	3		G
1	Investigations	Pearson	NA	4	2012	D
2	Investigations	Pearson	9780328623419	4	2011	D
1	Investigations	Pearson	9780328602186	4	2012	D
5	Investigations	Pearson	9780328240913	4	2012	G
9	Investigations	Pearson	9780328660037	4	2012	G
1	Investigations	Pearson	9780328859337	5	2017	G
3	Investigations	Pearson	9780328708086	5	2012	G
6	Investigations	Pearson	9780328240920	5	2008	G
9	Investigations	Pearson	9780328600380	5	2012	D
1	Comprehension Toolkit	Heinemann	97803250005836	3rd-6th	2005	G
1	The Trait Crate	Scholastic	9780439687331	N/A	2007	G
1	Word Prompts	Time Kids	743936957	5	unknown	G
56	Physics	Glencoe	9780078807213.00	HS	2009	G
10	The Absolutely True Diary of a Part time Indian	Everbond	978-0-316-01368-0	9	2007	D
1	The Glass Castle	Permabound	978-0-7432-4753-5		2005	D
2	To Kill a Mockingbird	Everbond	?	10	1982	D
1	Animal Farm	Everbond	?	9	1996	D
1	The The Things They Carried	Everbond	978-0-618-70641-9	10	2009	D
74	Chemistry Matter an Change	Glencoe Science	McGraw Hill Glencoe	11th	2008	D
26	The Nystro Desk Atlas	Nystrom		HS	2008	D
59	Glencoe Literature course 1 (blue)	Glencoe	978-0-07-845476-9	6	2007	O
3	Literature Course 1 TWE	Glencoe	978-0-07-845487-5	6	2007	O
7	The American Heritage School Dictionary	Houghton Mifflin	0-395-24793-4		1972	O
2	Intermediate Dictionary	Merriam-Webster	0-87779-479-0	8	1998	O
8	Webster's School Dictionary	Merriam-Webster	0-87779-280-1	8	1986	O
21	Webster's School Thesaurus	Webster	40931-4	8	1978	O
18	The World Book Encyclopedia	World Book Inc	0-7166-0087-0		1986	O
16	The Illustrated Encyclopedia of Animal Life		x	x	x	O
3	Webster's Third New International Dictionary	Webster	x	x	x	O
2	Digital Communication Tools	Glencoe	0-07-865692-3	8	2006	G
1	Teacher Resource CD					

1	Exam View CD					
1	Teacher Resource Manual					
2	Introduction to Desktop Publishing	Glencoe	978-0-07872913-3	8+	2003	G
1	Introduction to Networks & Networking	Glencoe	0-07-861238-1	8+	2005	G
1	Introduction to Multimedia	Glencoe	0-07-868550-8	8+	2006	G
1	Introduction to Computer Science using JAVA	Glencoe	0-07-822593-0	8+	2004	G
1	Processing	Southwestern	0-538-64893-7	6+	1997	G
1	Teacher Edition	Southwestern	0-538-64941-0	6+	1997	G
1	Learning Computers & Technology	Pearson-Prentice Hall	978-0-13-363977-0	9+	2008	G
1	Information Technology	Glencoe/McGraw Hill	0-07-829705-2	9+	2003	G
1	Personal Typewriting	Southwestern	0-538-20690-X	8+	1980	G
1	Computing	Scholastic	0-590-35338-6	7+	1984	O
1	Computing Teachers Edition		0-590-34339-4		1984	O
1	Hypercard Flying Solo	Southwestern	0-538-62812-X	7+	1995	O
1	Hypercard Flying Solo Teachers Edition		0-538-65106-7	7+	1996	O
2	Multimedia Flying Solo	Southwestern	0-538-65105-9		1996	O
1	Hypercard Flying Solo 2.1 Template Dish	Southwestern	DF33AH711			O
1	Hypercard Projects for Teachers	Systems	0-917623-81-0	8+	1988-91	O
1	Skills for Adolescence Manual	Quest National Center		8	1988	O
1	Top 20 Teens	Top 20 Press	978-06-9245484-8	8+	2006,	O
1	Top 20 Teachers	Top 20 Training		8+	2009	O
1	Teaching with Poverty in mind	ASCD	978-14166-0884-4	adult	2009	G
1	Computer Literacy	McGraw Hill	0-07-049242-5	7+	1986	D
2	Go Talk SoftWare	Attainment Co.	1-57861-213-6	PreK	2017	O
1	Boardmaker Plus software	Boardmaker	IM3175V6	PreK - 3rd	1981-2009	O
1	Card Organizer					G
1	Jump & Jam Talking Mat	Learning Resources	65023-06904	PreK-3rd	2009	G
1	Dr. Suess 4 game treasury	University Games	0-7944-0246-1	PreK-3rd	2003	G
1	Pallina Stacking Game	Hope International	897541	PreK-3rd	2009	G
1	3-5 Min. Artic & Laguage	Super Duper	BK-270	PreK	1998	G
1	Have you ever phonology	Super Duper	BKV99	PreK	2006	G
2	Easy Does it Fluency Books	Lingui Systems	1007606-0169-0	PreK	1998	G
1	10 Pocket Organizer					G
1	Slamwich Game	Gamewright	0-9635805-07	PreK-3	1994	G
1	Sequence Rummy Cards	UNO	1087	PreK-3	1983	G
1	Build a Word Pockets	Lakeshore	AA454	PreK-3		G
134	EVT2 Expressive Vocab Tests	Pearson	30756	PreK		O
129	PPVT4 test protocols	Pearson	30706	PreK	1997	O
1	EVT2 Form A book	Pearson	30753	PreK	30753	O
1	EVT2 Test Manual	Pearson	30755	PreK	2007	O
1	PPVT4 Test Manual	Pearson	30705	PreK	2007	O
1	PPVT4 Form A Book	Pearson	30703	PreK	2007	O
1	CELF2 Examiners Manual	Pearson	1058034953	PreK		O
1	CELF2 Stimulus Book 1	Pearson	158034961	PreK		O
1	CELF2 Stimulus Book 2	Pearson	015803497X	PreK		O
82	CELF2 Record Form	Pearson	158034988	PreK		O
1	Goldman Fristoe2 Manual	Pearson	11751	PreK		O
1	Reel 3 Test Kit	Pro-Ed	10675	PreK		O

	Photo Phonology	Super Duper	1-58650-4886	PreK	2005	G
4	Starting Small books	Teaching Tolerance		PreK	1997	G
1	Talk, Listen, Connect CD	Sesame Street		PreK	2008	O
2	Mr. Poe & Friends	Deployment reunion CD's				O
2	Military Youth	opping with separation CD's				O
5	Enhancing Skills of Paraeducators	Utah State University			2001	O
1	Sanford Binet parial testing kit	Riverside			2003	O
1	BDI 2 Testing Kit	Riverside			2005	O
1	BDI2 Examiner's Manual	Riverside	1652631		2005	O
1	Bracken Testing Kit	Psychological Corp.	8-029662		1986	O
1	Mullen Testing Kit	ASG	11155	PreK	1995	O
43	BDI2 Protocols	Riverside	165233	PreK	2005	0
10	Investigations Student Math Handbook	Pearson	9870328240920	5	2008	G
52	Investigations Student Activity Book	Pearson	9870328240661	5	2012	G
6 sets	Investigations	Pearson	98703286600465	5	2012	G
1 set	Investigations	Pearson	98703286600281	3	2012	G
2	Investigations Student Activity Book	Pearson	9870328240425	2	2012	G
4	Investigations Differentiation and Intervention C	Pearson	9870328623402	3	2012	G
5 sets	Investigations	Pearson	98703286600373	4	2012	G
1 set	Investigations	Pearson	98703286600199	2	2011	G
3	Investigations Differentiation and Intervention C	Pearson	9870328623396	2	2011	G
2	Investigations Student Activity Book	Pearson	9870328240302	2	2011	G
54	Investigations Student Activity Book	Pearson	9870328697557	4	2011	G
2	Investigations card package kits	Pearson	97803260089	5	2012	G
2	Investigations	Pearson	97803260072	4	2012	G
1	Investigations	Pearson	97803260065	3	2012	G
1	Investigations	Pearson	97803260058	2	2012	G
28	Junior Geographer Atlas	NYStrom	782508855	NA	2003	D

Displayable Name	Barcode
APC BE500U Battery	200000102
Apple iPad 2 - 16 GB iPad	240000243
Apple iPad 6 - 16 GB iPad	240001622
Apple iPad 6 - 16 GB iPad	240001631
Apple iPad 6 - 16 GB iPad	240001632
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Apple MacBook Air 13" 1.4 Laptop	220005705
Apple MacBook Air 13" 1.4 Laptop	220005999
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Document Camera	03-42601
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External USB - DVD Drive	180000041
HP EliteBook 810 Laptop	220006234
HP EliteBook 810 Laptop	220006237
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HP EliteBook 810 Laptop	220006994
HP EliteBook 840 G1 Laptop	220006176
HP EliteBook 840 G1 Laptop	220006183
HP EliteBook 840 G1 Laptop	220006186
HP EliteOne 800 G1 All-in-One PC	220006141
HP EliteOne 800 G1 All-in-One PC	220006143
HP EliteOne 800 G1 All-in-One PC	220006160
HP EliteOne 800 G1 All-in-One PC	220007005
HP EliteOne 800 G2 All-in-One PC	220007006
HP EliteOne 800 G2 All-in-One PC	220007007
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HP EliteOne 800 G2 All-in-One PC	220007405
HP EliteOne 800 G2 All-in-One PC	220007406
HP HSTNN IX10 UltraSlim Dock for Elitebook G5	270000030
HP HSTNN IX10 UltraSlim Dock for Elitebook G5	270000132
HP HSTNN IX10 UltraSlim Dock for Elitebook G5	270000192
HP ProBook 430 G2 Notebook PC	220006320
HP ProBook 430 G2 Notebook PC	220006322
HP ProBook 430 G2 Notebook PC	220006382
HP ProBook 430 G2 Notebook PC	220006395
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HP Stream 11 G2 Laptop	220007159
HP Stream 11 G3 Laptop	220007461
HP Stream 11 G5 Laptop	220007664
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HP Windows Vista Ultimate Tower	OEMAct
LG 24" LED Monitor	280000077
LG 24" LED Monitor	280000131
Mac Mini	220005721
MacBook	220005971
Macbook	A1181
Macbook Pro	220005680

Meraki Access Points
Meraki Access Points
ProBook 430 G2
ProBook 430 G2
ProBook 430 G2
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ProBook 430 G2
ProBook 430 G2
Projector
Solos Hovercam
Stream 11 G2
Stream 11 G2
Stream 11 G5
White MacBook
White MacBook

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MXL7261FV9	Ready for Disposal	Usable
MXL72614JH	Ready for Disposal	Usable
MXL72614JK	Ready for Disposal	Usable
MXL72614JM	Ready for Disposal	Usable
5CG609WF7Z	Ready for Disposal	Usable
5CG825W59Y	Ready for Disposal	Damaged
5CG825W573	Ready for Disposal	Usable
CND5151GQ7	Ready for Disposal	Unusable
CND5151GQM	Ready for Disposal	Unusable
CND5151GCQ	Ready for Disposal	Usable
CND5151G97	Ready for Disposal	Unusable
CND5151GL3	Ready for Disposal	Usable
CND5151GF9	Ready for Disposal	Usable
CND5151G54	Ready for Disposal	Usable
CND5151GKP	Ready for Disposal	Unusable
CND5151GNJ	Ready for Disposal	Usable
CND5151GFP	Ready for Disposal	Usable
CND5151G80	Ready for Disposal	Usable
CND5151GML	Ready for Disposal	Usable
CND5151GDR	Ready for Disposal	Usable
CND5151GKY	Ready for Disposal	Unusable
CND5151GB5	Ready for Disposal	Unusable
CND5151GBS	Ready for Disposal	Usable
CND5151GC5	Ready for Disposal	Usable
CND5151GKJ	Ready for Disposal	Usable
CND5151GRJ	Ready for Disposal	Usable
5CD61102H3	Ready for Disposal	Usable
5CD61102GG	Ready for Disposal	Fair
5CD61102JX	Ready for Disposal	Unusable
5CD611028D	Ready for Disposal	Usable
5CD61102GB	Ready for Disposal	Usable
5CD61102FW	Ready for Disposal	Usable
5CD61102M2	Ready for Disposal	Usable
5CD7270LDW	Ready for Disposal	Usable
5CD82831B5	Ready for Disposal	Usable
5CD9268JP1	Ready for Disposal	Unusable
CNF7376SQH	Ready for Disposal	Usable
504NDFV3Y347	Ready for Disposal	Usable
CN420245X9	Ready for Disposal	Unusable
C07KL55QDWYL	Ready for Disposal	Usable
N/A	Ready for Disposal	Usable
N/A	Ready for Disposal	Usable
N/A	Ready for Disposal	Usable

MR42	Ready for Disposal	Usable
MR42	Ready for Disposal	Usable
CND5151GHR	Ready for Disposal	Usable
CND5151G8S	Ready for Disposal	Usable
CND5151GB2	Ready for Disposal	Usable
CND5151GQN	Ready for Disposal	Usable
CND5151GNN	Ready for Disposal	Usable
CND5151GKN	Ready for Disposal	Usable
CND5151GNP	Ready for Disposal	Usable
CND5151GKB	Ready for Disposal	Usable
CND5151GMP	Ready for Disposal	Usable
CND5151G9J	Ready for Disposal	Usable
CND5151G6L	Ready for Disposal	Usable
CND5280J2Z	Ready for Disposal	Usable
CND5280J2H	Ready for Disposal	Usable
CND5280J3L	Ready for Disposal	Usable
CND5151G62	Ready for Disposal	Usable
8700558TF	Ready for Disposal	Usable
SL8161001003FF73	Ready for Disposal	Usable
5CD6110298	Ready for Disposal	Usable
5CD61102GP	Ready for Disposal	Usable
5CD9268KXB	Ready for Disposal	Usable
N/A	Ready for Disposal	Usable
N/A	Ready for Disposal	Usable

Certified Contracts 2024-2025	
1	ABREU, MCKENZIE
2	ANDERSON, MCKENZIE
3	APLAND, CHRISTIE
4	ASHLEY, LORI
5	AWE, AMANDA
6	BADURA, JUDITH
7	BAHR, TAMMY
8	BARAGAR, CATHY
9	BARAGAR, TRICIA
10	BELL, KATIE
11	BLAIR, AARIKA
12	BLAIR, LEIGHONA
13	BLANK, HAYLEY
14	BOADWAY, BIANCA
15	BOEDING, JASON
16	BOLINGER, BRIDGET
17	BONNER, SHANNON
18	BRAUN COATES, MARY
19	BUNKOWSKE, ALYSSA
20	BURBACH, JENNA
21	BURNS, ANTHONY
22	BURRISS, KIRSTEN
23	BYRD, ANDREA
24	CALDWELL, JACE

25	CARON, AMY
26	CARROLL, DAVID
27	CLARK, KARLINE
28	CLARK, TANA
29	CLARK, BROOK
30	CLAUSON, BRENDA
31	COATES, KELLY
32	COLICHESKI, KARLEY
33	COOK, KIMBERLY
34	CORBIN, ALLYSON
35	COTE, KYLA
36	CRANE, MICHELLE
37	CROOKS, TERESA
38	CROW, HANNAH
39	CUNDALL, MARCY
40	CURRY, DONNA
41	DAUGHERTY, DALE
42	DAUM, LYNETTE
43	DELANEY, SHAWNA
44	DENEKAMP, CATHLEEN
45	DETTMAN, JAMES
46	DEWEY, SUSAN
47	DEYO, LYNDSAY
48	DISTEL, BRETT
49	DOYLE, MICHAELA

50	DUVALL, AMANDA
51	ELDER, ERIC
52	ENGEL, KRISA
53	ERLANDSON, AMY
54	FEILER, JENNIFER
55	FERGUSON, NICHOLAS
56	FINNEY, LARESSA
57	FLINT, KERI
58	FLOYD, DANE
59	FOX, KRYSTLE
60	GLANDT, MARGERY
61	GOOD, HOLLY
62	GOTTA, OLIVIA
63	GRINDLE, ARIANNA
64	HAGER, SUMMER
65	HAMER, JESSE
66	HAMER, CASSIE
67	HAMIL, RICHARD
68	HARRINGTON, ROBERT
69	HARTLEY, MELISSA
70	HAZLEDINE, MICHELE
71	HEIER, KAITLIN
72	HENCKE, TAMMY
73	HERDER, LEON
74	HORAN, DAVID

75	HORAN, SHERRI
76	HOWARD, MATTHEW
77	HOWIE, HOLLY
78	HUMKE, JOHN
79	HUNTER-BAKER, SARAH
80	JASTORFF, HILLARY
81	JOHNSON, MARANDA
82	JOHNSON, ISABELLE
83	KEARNS, KIMBERLY
84	KEEN, JOHN
85	KIELHOLD, NANCY
86	KNOTTNERUS, KRISTINE
87	KNUTSON, NICHOLAS
88	KOCH, MATTHEW
89	KOWALESKI, AARON
90	KVERNUM, MEGHAN
91	LADWIG, TRAVIS
92	LEWIS, SARAH
93	LIPP, TARA
94	LOLLEY, GRANT
95	LYTLE, COURTNEY
96	MAMULA, SHALEE
97	MARLER, BRANDI
98	MARTENSON, CHERRIE
99	MARTY, BRIANNA

100	MAYS, RONALD
101	MCCORMICK, DENISE
102	MCFARLAND, KYLE
103	MCINTIRE, DANIEL
104	MCKERNAN, DARLA
105	MEADE, LORIE
106	MELTON, JODY
107	MERRILL, TAMARA
108	MILITELLO, KEVIN
109	MILLER, TRAVIS
110	MILLS, JODI
111	MITCHELL, SHELLEY
112	MONIZE, AINSLEY
113	MORROW, MICHAEL
114	MRAZ, TONY
115	MUNOZ, MICHAEL
116	MURRAY-VERNON, LISA
117	NELSON, SANDRA
118	NELSON, SHIREEN
119	NELSON, BETSY
120	NIELSEN, TORI
121	O'CONNELL, THERESA
122	O'DANIEL, MEGAN
123	OLESON, ALICE
124	OLSON-CANAAN, CHANDRA

125	OWEN, MELISSA
126	PALMER, BRIAN
127	PARKER, JULIANA
128	PARKER-GREER, BEVERLY
129	PATAKY, ANTHONY
130	PERKINS, BRANDY
131	PILGRIM, ADAM
132	PLOOSTER, KEVIN
133	POPPE-BASHAM, PEGGE
134	QUIMBY, RACHEL
135	RATHERT, SHERRI
136	REIMER, SARAH
137	REITZ, NICOLE
138	RICHTER, SHERRY
139	RIISNAESCATHERINE
140	RIVERA, KAYLA
141	ROBERTS, HEIDI
142	ROSETTER, LUANN
143	ROSSOW, ANGELA
144	ROWE, AMY
145	SCHMIDT, LORETTA
146	SCHMIDT, ZION
147	SCHRAMM, SHELBY
148	SCHULTZ, ROCHELLE
149	SCHWIESOW, MELISSA

150	SCOTT, LINDSAY
151	SEVER, SARAH
152	SIEVEKE, SHELBY
153	SIVERTSEN, SHEILA
154	SMITH, RACHEL
155	SMITH, MARY
156	SMITH, DEBORAH
157	SOTELO, TASA
158	STANFORD, ANGELA
159	STEFFENS, TANYA
160	STEFFY, THERESA
161	STEIGER, MEGAN
162	STELZIG, JENNIFER
163	STILES, DENISE
164	SUMMERS, KRYSTLE
165	SUMMERS, KAITLIN
166	TAYLOR, AMBER
167	THOMAS, TIFFANY
168	TRAINER, EMILY
169	TRIBBY, COURTNEY
170	VAHLBERG, TONIA
171	VARILEK, REBEKAH
172	VAUGHN, ANNA
173	WAGNER, JADA
174	WALTON, JESSE

175	WATERSON, KERRY
176	WEBER, SHAE
177	WIEMAN, CHRISTOPHER
178	WIEMAN, MARLEE
179	WILLIAMS, JAMIE
180	WILLIAMS, SARAH
181	WIMP, JEFFERY
182	WOODALL, ERIKA

Administration Contracts 2024-2025	
1	BATTEEN, NATHAN
2	CASE, KEVIN
3	CLARK, JEANNIE
4	COWEN, STACEY
5	CROSSWAIT, COURTNEY
6	GHOLSON, SEAN
7	HAALAND, JOSHUA
8	JIMENEZ, SANDRA
9	OLNEY, TRISTA
10	PETTIT, ANN
11	SANDAL, SHANNA
12	VOEGELI, BEAU
13	VOLESKY, TROY
14	WALTMAN, MONICA

SECTION	I	TITLE	INSTRUCTION	FILE	IGBC
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~~LIMITED ENGLISH PROFICIENCY INSTRUCTION~~
ENGLISH LEARNER INSTRUCTION

~~Students are guaranteed equal educational opportunities despite different racial, cultural, or language backgrounds. The School Board will provide a program of language instruction to students who have limited English proficiency.~~

~~Students who have been identified as lacking the necessary language proficiency to achieve in the classroom because of a non-English language background are provided necessary services. The district ensures that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement. The plan shall describe the process of identification of students who are Limited English Language Proficient (LEP) or English Language Learners (ELL) that is consistent with state and federal requirements. It shall include the participation of identified students in state assessments such as those used to measure English language proficiency and academic achievement. The plan shall include the instructional model chosen, method of developing individualized language plans, and an assurance of the oversight of a licensed and endorsed (ELL or bilingual) teacher in assessment, instructional planning, and parent communication.~~

~~Parents or guardians of ELL and LEP students shall be notified upon identification and be informed of the student’s needs, services available, and annual progress in English and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in their native language or a language that they can understand.~~

The School Board will provide a program of language instruction to students who are English learners. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as English learners:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant.
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and

comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.

3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to team successfully in classrooms where the language of instruction is English or to participate fully in our society.

STUDENT PLACEMENT

Upon registering in the District, students will be placed according to the grade level corresponding to the level of education attained in their former school, as documented by student educational records. Consideration may be given to age appropriateness, English language proficiency, and credit completion in the case of high school-level students.

TUTORIAL PROGRAMS

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

EVERY STUDENT SUCCEEDS ACT

If this district receives federal funding for English Learner (EL) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as EL and the reasons for placing the child in the specified program. Notification must be made within 30 days of the beginning of the school year or within two weeks of child's placement into the program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for EL students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in

English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives sub-grants).
4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

1. Their child's level of English proficiency and how such a level was assessed,
2. The status of their child's academic achievement.
3. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
4. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
5. Exit requirements for the program.
6. If the child has a disability, a statement as to how the EL will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

REFERENCES

State Reference:

Policy Reference:

Adoption History	
First Reading	11/9/15
Approved	11/23/15

SECTION	I	TITLE	INSTRUCTION	FILE	IGBG
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HOMEBOUND INSTRUCTION

The Board will provide, as appropriate, homebound instruction for students who are expected to be out of school for an extended period of time due to illness or injury, upon the request of the parents and with the approval of the family physician.

In each case, the physician must certify that the student will be unable to attend school for the length of time specified and that he is capable of receiving home instruction.

Upon the recommendation of the building principal to the Superintendent, either a homebound instructor will be employed, or a classroom teacher will provide instruction after regular school hours with compensation set by the Board. Courses and methods of instruction will be consistent with those provided in the regular school setting.

Home instruction will be given only on those days when school is in session. The Superintendent will approve each application before home instruction can commence.

Home instruction will be terminated when the student is capable of returning to school, based on recommendations of the student's parents, the family physician, and the homebound instructor.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading	10/01/15
Approved	10/13/15

SECTION	I	TITLE	INSTRUCTION	FILE	IGBH
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ALTERNATIVE SCHOOL PROGRAM

The Douglas Board of Education will provide options for alternative school programs for high school students who have been removed from the traditional school setting due to disciplinary reasons or unusual circumstances beyond the control of the student.

Permission to attend the alternative school programs may be denied to students who have dropped out of school voluntarily or are caused to be dropped from the roll due to excessive absences. The alternative school program should not be viewed as a remedy for correcting excessive absences.

Participation in alternative school programs may be granted to a fifth year high school student based on a recommendation from the high school administration if such attendance is deemed in the best interest of the student and the school district.

Permission to attend alternative school programs must be given by the Superintendent of schools **or their designee.**

REFERENCES

State Reference:
 SDCL 13-8-1
 SDCL 13-8-39

Policy Reference:

Adoption History

First Reading	07/08/96
Approved	08/12/96
First Reading - Revisions	09/22/97
Approved - Revisions	10/13/97
First Reading – Revision	10/01/15
Approved – Revision	10/13/15

SECTION	I	TITLE	INSTRUCTION	FILE	IGBH-R
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ALTERNATIVE SCHOOL PROGRAM REGULATION

Assignment to an alternative school program provides a student with an opportunity to pursue an educational program in a non-traditional setting. Continuity of the instructional and learning process is essential to student success. Application to alternative school program will be made through the building principal who will forward it to the Superintendent **or their designee** for action. If the Superintendent **or designee** approves a student assignment from Douglas High School to alternative school program, a plan of study will be written. The plan of study will be developed jointly by Douglas High School and the alternative school program. The plan of study will list courses to be studied, credit allowable for each course, and timelines for completion of each course. Students will meet weekly with an alternative school staff member to review progress. The alternative school program will file monthly reports with Douglas High School summarizing student progress toward the goals listed in the plan of study. If a student fails to complete coursework as stipulated in the plan of study he or she will be placed on academic probation. The alternative school program will notify Douglas High School when a student is on academic probation. A student may not remain on academic probation for more than four weeks. Any student who fails to rectify deficiencies during the academic probation time will be dropped from membership at the alternative school program. The alternative school program will notify Douglas High School immediately when it terminates a student's membership for academic reasons.

Academic success is influenced to a large degree by student attendance. Students assigned from Douglas High School to alternative school program will be required to attend a minimum of 15 hours per week. At the end of each month, the hours of attendance will be totaled. A student who has less than 60 hours of attendance during a month will be placed on probation for three months. The alternative school program will notify Douglas High School when a student has been placed on attendance probation. During the probation period, if a student's attendance hours average less than 60 hours per month, he or she will be dropped from the alternative school program. The alternative school program will notify Douglas High School immediately when it terminates a student's membership for non- attendance.

The alternative school program will establish its own discipline procedures for students. A copy of the alternative school program's discipline procedures will be on file with the Douglas School District. A written copy will be given to students when they enter the alternative school program. After notifying Douglas High School of a student's discipline problem, the alternative school program has the right to dismiss a student from its program for disciplinary reasons.

When a student's membership is terminated at the alternative school program for academic,

attendance or disciplinary reasons, the student will not be eligible to return to classes at Douglas High School until the beginning of the next semester. Students who have been assigned to the alternative school program because of disciplinary action by the Board of Education or Superintendent will not be allowed to return to classes at Douglas High School until the terms of the suspension or termination have been fulfilled.

10/13/97; Revised 10/13/15

REFERENCES

State Reference:

Policy Reference:

Adoption History

SECTION	I	TITLE	INSTRUCTION	FILE	IGCB
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DISTANCE LEARNING

Distance learning includes virtual or online courses. A student enrolled in a distance- learning course, including a virtual or online course, may receive high school credit for work completed, Provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The course is not offered at the student’s high school;
3. The provider and the course are approved by the South Dakota Department of Education; and
4. The building principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student’s grade point average, class rank, and eligibility for athletic and extra-curricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Distance learning may be implemented in the district when a school closure is necessary due to weather, public health concerns or other extenuating circumstances. Daily attendance for students will be recorded in both short-term distance learning and long-term distance learning. Long-term is defined as at least a quarter or semester.

According to SDCL 13-33-20, distance learning is the technology and educational process used to provide instruction when the student and primary instructor are not physically present at the same time or place.

REFERENCES

State Reference:

- ARSD 24-43-12
- SDCL 13-26-1
- SDCL 13-33-20
- SDCL 13-33-21
- SDCL 13-33-22

Policy Reference:

Adoption History
First Reading 10/01/15 Approved 10/13/15 First Reading (revision) 09/28/20 Approved 10/13/20

SECTION	I	TITLE	INSTRUCTION	FILE	IGD
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EXTRA-CURRICULAR ACTIVITIES

The Board, in the interest of affording the children attending its schools the highest level of educational experience obtainable, believes that student extra-curricular activities are an essential part of deliberate education in the United States. Such activities form a logical adjunct to the required or general curriculum and the elective or special curriculum.

GUIDELINES FOR EXTRA-CURRICULAR ACTIVITIES PROGRAM

The following guidelines will govern the student activities programs:

1. Student extra-curricular activities are those school activities that are voluntarily engaged in by students, have the approval of the school administration, are sponsored by the faculty, and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a well-balanced and effectively administered student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities.
3. Each activity should be designed to contribute directly to the educational, civic, social, ethical, and leadership development of students involved.
4. The student activity program should receive the same attention in terms of evaluation that is given the regular school curriculum.
5. Each program shall have definite written guidelines and procedures regulating the organization and administration of student activity programs.
6. Activities must be open to all students, regardless of race, religion, sex, national origin, or disability.
7. No extra-curricular activity shall place undue burdens upon students, teachers, or the District.
8. Activities should be held on non-school class time or at an appropriate designated school class time.

In addition to the above guidelines district high schools will abide by the rules and bylaws of the South Dakota High School Activities Association (SDHSAA). Membership in the SDHSAA will be subject to annual approval of the Board.

REFERENCES

State Reference:
SDCL 13-32-9
SDCL 13-36-4
Policy Reference:

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Adoption History

First Reading 6/12/89 Approved 6/27/89 First Reading – Revision 10/01/15 Approved – Revision 10/13/15
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SECTION	I	TITLE	INSTRUCTION	FILE	IGDF
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STUDENT FUNDRAISING ACTIVITIES

Money drives will not be encouraged unless there is justification for purpose and the need is adequate.

Justified fundraising will be permitted for school classes or groups of students, under the sponsorship of a faculty member, provided they are approved by the Superintendent or designee and that benefits derived therefrom will be made available to all members of the class or group.

Students wishing to conduct a lottery or hold a bingo event must receive approval by the Superintendent, or the Superintendent’s designee, prior to holding the event. The requirements in Policy KI, Public Solicitations and Advertising in the Schools, for conducting a lottery or holding a bingo game, are applicable to lotteries and bingo events sponsored by students. Students and their activity sponsor must receive approval from the governing body or designated administrative official of the county or municipality in which it intends to conduct the bingo game or lottery before conducting the activity. If lottery chances are sold state-wide, written notice of the lottery must be given to the South Dakota Secretary of State before conducting the lottery or holding a bingo event.

Solicitation of donations of any kind from students is prohibited without prior approval from the Principal.

The faculty member responsible for supervising the student fundraising activity shall give all money raised from the activity to the Business Manager. If the activity is a lottery (including such activities as a 50-50 drawing) or a bingo event, the Business Manager shall issue a check to the winner(s) from the incidental account.

A categorical, itemized accounting of money raised in connection with the student fund-raising activities will be filed by the Business Manager with the District financial records.

REFERENCES

State Reference:
 SDCL 22-25-25

Policy Reference:

Adoption History
First Reading 6/27/19 Approved 7/22/19

SECTION	I	TITLE	INSTRUCTION	FILE	IGDG
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STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board authorizes the establishment and maintenance of a student activity fund for each school, which will be the only authorized depository fund for student clubs or organizations. The principal of the school will be responsible for the proper administration of the financial activities of each student activity account in accordance with the provisions of state law and appropriate accounting practices and procedures. All payments made from the student activity fund will have the prior approval of the faculty advisor and of the principal.

The annual school district audit will include an audit of student organization funds. Payment for the audit will be made from district funds.

Reserves will be limited to amounts estimated as necessary for the beginning of the following year's operation.

Moneys raised by student organizations must be expended for the benefit of students.

All fund-raising projects must be approved in advance by the organization advisor and the principal. This approval will be based upon the intended usage of the funds raised, the nature of the fund-raising activity, and the degree to which the proposed activity fulfills the purposes of the organization.

When appropriate, the principal may require the faculty advisor to submit for approval a yearly budget listing proposed activities and projected expenditures and income.

REFERENCES

State Reference:
 SDCL 13-16-19
 SDCL 13-16-20
 SDCL 13-16-21

Policy Reference:

Adoption History
First Reading 10/01/15 Approved 10/13/15

SECTION	I	TITLE	INSTRUCTION	FILE	IGDJ
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CONCUSSION AWARENESS AND PREVENTION

The Douglas School Board is committed to providing all students with a safe learning environment. In recognition of the risks that concussions pose to our student athletes, the school district will provide appropriate concussion awareness education and prevention programs.

AWARENESS

The District will use guidelines developed by the South Dakota High School Activities Association and South Dakota Department of Education to educate coaches, student athletes, and parents of the nature and risks of concussions. On an annual basis, the District will distribute a concussion information sheet to all parents or legal guardians of student athletes.

No student may practice or compete in any school-sanctioned athletic activity until the parent or guardian and student return to the District a signed acknowledgement that indicates they have reviewed and understand material presented in the concussion information sheet.

TRAINING

Each year, every athletic coach, including volunteer coaches, shall complete a training program to provide continuing education on the risks and management of concussions. No coach shall be allowed to participate in any way in the District’s athletic program until the individual provides to the District verification that he/she has completed the required training.

RETURN TO PLAY GUIDELINES

An athlete who is suspected of sustaining a concussion or head injury during a practice or competition shall be removed from participation at that time. Any athlete who has been removed from participation during a practice or competition based on a suspected concussion may not participate in practice or competition until the athlete no longer exhibits signs, symptoms, or behavior consistent with a concussion and has received written clearance from a licensed healthcare provider.

For the purposes of this policy, a licensed healthcare provider is:

1. Registered, certified, licensed, or otherwise recognized in law by the State of South Dakota to provide medical treatment; and
2. Trained and experienced in the evaluation, management, and care of concussions.

REFERENCES

State Reference:

SDCL 13-3-10
SDCL 13-36-11
SDCL 13-36-12
SDCL 13-36-13
SDCL 13-36-14
SDCL 13-36-9

Policy Reference:

Adoption History

First Reading 10/01/15
Approved 10/13/15

RETURN TO COMPETITION FORM

Athlete: _____ School: _____ Grade: _____

Sport: _____ Date of Injury: _____

REASON FOR ATHLETE'S INCAPACITY

Guidelines for Returning to an Activity after a Concussion

Note: Each step should be completed with no concussion symptoms before proceeding to the next step.

1. No activity, complete rest with no symptoms.
2. Light exercises: walking or stationary cycling with no symptoms.
3. Sport specific activity without body contact and no symptoms.
4. Practice without body contact and no symptoms. Resume resistance training.
5. Practice with body contact and no symptoms.
6. Return to game play with no symptoms.

Note:

1. If symptoms return at any time during the rehabilitation process, wait until asymptomatic for 1 full day, then re-start at the previous step.
2. Never return to competition with symptoms.
3. Do not use "smelling salts".
4. When in doubt, sit them out.

HEALTH CARE PROFESSIONAL'S ACTION

I have examined the named student-athlete following this episode and determined the following:

_____ **Permission is granted** for the athlete to return to competition

_____ **Permission is not granted** for the athlete to return to competition

Comment: _____

_____ Date: _____
Health Care Professional

_____ Date: _____
Parent/Guardian

_____ Date: _____
School Administrator

SECTION	I	TITLE	INSTRUCTION	FILE	IGEB
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HONORARY HIGH SCHOOL DIPLOMAS FOR WWII VETERANS

~~The Douglas School District Board of Education recognizes the contributions and sacrifices made by World War II veterans on behalf of our State and our Nation by their service during World War II. Accordingly, the Board will award an Honorary High School Diploma to those qualifying veterans who apply and present a copy of their honorable discharge record.~~

~~Qualifying veterans are those who served in the United States Armed Forces during the period December 7, 1941, to September 2, 1945. The veteran who wishes to receive the diploma must make the request. The law does not allow schools to award honorary diplomas to deceased veterans. There are no residency requirements.~~

~~The high school principal will administer the Honorary High School Diplomas program.~~

The Board recognizes the contributions and sacrifices made on behalf of our state and nation by a Veteran's service during the period December 7, 1941, to September 2, 1945, inclusive; during the period June 25, 1950, to July 31, 1953, inclusive; or during the period February 28, 1961 to May 7, 1975, inclusive. Accordingly the Board will award an Honorary High School diploma to those qualifying veterans who apply.

The Honorary High School Diploma program will be administered by the Superintendent or their designee.

REFERENCES

State Reference:

~~SDCL 13-17-39~~

SDCL 33A-2-34

Policy Reference:

Adoption History
First Reading 11/13/00 Approved 11/27/00

SECTION	I	TITLE	INSTRUCTION	FILE	IH
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INSTRUCTIONAL ARRANGEMENTS - DISTANT DELIVERED INSTRUCTION

~~Instruction delivered to and from afar provides significant learning and teaching opportunities for the Douglas School District. Coordination and flexibility is required to maximize these opportunities for students, staff, and the district.~~

~~Scheduling and Offerings:~~

- ~~1. Instruction and delivery will be arranged by building principal, superintendent, and curriculum administrator.~~
- ~~2. District media services director will coordinate the scheduling on all state systems.~~
- ~~3. Building principals will coordinate student schedules in their schools.~~

~~Priority of Use:~~

- ~~1. Scheduled district classes~~
- ~~2. Curriculum based learning opportunities~~
- ~~3. District functions~~
- ~~4. Community group activities~~
- ~~5. Personal~~

~~Fees:~~

- ~~1. District Use - no charge~~
- ~~2. Room rental and custodial fees as per Board Policy KG, KG-R~~
- ~~3. Equipment use by non-district - \$25 per hour.~~
- ~~4. Equipment operator - \$50 per hour.~~

~~The opportunities provided by distant learning are a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.~~

REFERENCES

State Reference:

Policy Reference:

Adoption History
First Reading 11/14/05 Approved 11/28/05

DOUGLAS SCHOOL DISTRICT
Board Policy
REVIEW

SECTION	I	TITLE	INSTRUCTION	FILE	IHB
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CLASS SIZE

Classes should be of such size and organization as to ensure maximum learning efficiency. The Board recognizes that class size should depend upon age and maturity of student as well as the type of learning activity involved.

New approaches to school organization, such as team teaching and flexible modular scheduling may change many conventional class-size concepts as well as concepts of a “class” as such. However, precluding unusual circumstances, conventional classes should not exceed 30 students at the elementary level. Secondary class sizes should be within the recommended limits of the evaluative criteria.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading 10/13/15
Approved 10/26/15
First Reading 10/26/20
Approved 11/9/20

SECTION	I	TITLE	INSTRUCTION	FILE	IIAA
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EDUCATIONAL MATERIALS ACQUISITION AND EVALUATION

The Board will officially adopt textbooks and textbook programs for use in the District schools upon the recommendation of the Superintendent.

Responsibility for the review and selection of textbooks to be recommended will rest with textbook and/or curriculum committees as appointed by the Superintendent or the Superintendent’s designee. Membership on such committees shall include representation by teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve.

Principles that apply generally to the selection of the instructional materials and library materials will apply to the selection of textbooks and books. The State Board of Education will have the power to review any books or other instructional material selected for use in the District schools.

Additionally, basic textbooks and textbook programs will be chosen:

1. To advance the educational objectives of the school system and particular objectives of the course or program;
2. To contribute toward continuity, integration, and articulation of the curriculum;
3. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care will be taken in their selection as to content.

TEXTBOOK CONSIDERATIONS

Although many points must be examined, the Board directs the staff to be particularly mindful of the following considerations:

1. The needs of all learners must be provided.
2. Insofar as possible, multi-ethnic materials which depict a pluralistic society should be selected.
3. Attention should be given to sex roles depicted in the materials.
4. The textbook or textbook program should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
5. If the textbook deals with problems and issues of our times, it should present and encourage examination of all points of view.

6. Because textbooks are selected for several year's use, special attention shall also be given their physical characteristics, durability, format and price.

Interpreting these principles in the selection of material, the following will apply:

1. We believe it is the right and responsibility of teachers and librarians to select material which is carefully balanced so that various points of view on any subject are included.
2. Since materials are selected to provide for the interest and needs of the students, school community, and the school program, they will be selected utilizing the input of students, teachers, principals, librarians, and parents. Community members may be included if available.
3. Selection of materials will be assisted through the use of preview examinations, recommendations, research data, and standard evaluation aids.
4. Three factors will be considered in the selection of materials. The first is factual accuracy, authoritativeness, balance, and integrity. The second is artistic and literary merit in format, style, creativity, imagination and vision. The third is the alignment with State and National standards.
5. Materials shall be examined to select those in which the presentation and the subject matter are suitable for the maturity and the interest level at which they are to be used. They will be considered in relation both to the curriculum and to the personal interests of students and teachers and based upon current research.
6. When selection of the top publishers of textbooks and related material is accomplished, parents will be notified that those materials are available for review in the Box Elder/Douglas Community Library. Patrons will be given an opportunity to give feedback and comments.
7. Recommended textbooks and related materials will be displayed in the Box Elder/Douglas Community Library for a period of two (2) weeks prior to consideration for adoption by the Board of Education.
8. Upon approval by the Subject Area Committees, a list of textbooks and related materials is submitted to the Curriculum Coordinating Committee for review and recommendation to the Board by the Superintendent.
9. Gifts and free materials will be accepted or rejected for inclusion in the district's library/media collection by using the above criteria as a guide.
10. Core textbooks and curriculum guides shall be made available for public inspection in the Box Elder/Douglas Community Library.
11. Digital, as well as other non-print materials/resources adopted for use as core resources, are subject to the same evaluation criteria as noted above.
12. Teachers utilizing any resources to supplement the "core" materials are to use their best judgment as to how these resources support student acquisition of District learning standards. These are, however, not to supplant the adopted resources, but support them.

REFERENCES

State Reference:

Policy Reference:

Adoption History

Previous Policy No. 403 12/13/73

First Reading 02/11/82

Approved 03/12/82

First Reading - Revisions 11/26/91

Approved - Revisions 01/14/92

First Reading - Revisions 08/12/02

Approved – Revisions 08/26/02

First Reading – Revisions 10/13/15

Approved – Revisions 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IIAC
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LIBRARY MATERIALS SELECTION AND ADOPTION

The Board endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

- ~~1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.~~
 - ~~2. Provide materials that will stimulate growth in factual knowledge, literary appreciation and aesthetic values.~~
 - ~~3. Provide a background of information that will enable students to make informed choices in their daily lives.~~
 - ~~4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.~~
 - ~~5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.~~
 - ~~6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.~~
-
1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
 2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 3. Provide a well-balanced and broad collection of materials that will enable students to make informed judgments in their daily lives.
 4. Provide materials representing different viewpoints of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
 5. Provide diversity in materials, representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
 6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel—teachers, coordinators, administrators. Students will also be encouraged to make suggestions. The librarian will be responsible for evaluation and recommendation of all library materials recommended to be included in the school library. Selection will be assisted through the use of preview examinations, recommendations, research data, and standard evaluation aids. Final approval and authority for distribution of funds will rest with the Director of Library Services, subject to approval of the Superintendent **or designee** and in keeping with the Board approved budget.

Criteria for Materials Selection

Selection of library materials will be based on:

- Relevancy or permanent value
- Accuracy
- Authoritativeness
- Readability
- Clear presentation and format
- Educational significance
- Need and value to the collection
- Age appropriateness
 - Elementary (grades PK-5, ages 0-10)
 - Middle School (grades 6-8, ages 10-13)
 - High School (grades 9-12, ages 13-17)

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Board policy on complaints about instructional materials.

Three (3) years must pass before material that has been censored or banned can be reinstated, or considered for reinstatement. After that time, the board may entertain a request by a parent/guardian, student, citizen, librarian or other district employee to consider reinstatement of the materials previously banned or censored.

REFERENCES

State Reference:

Policy Reference:

KLB

Adoption History
First Reading 10/13/15 Approved 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IIBE
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INSTRUCTIONAL MULTIMEDIA

The Board recognizes that instructional media, beyond print texts, can provide educational experiences and cultural involvement for students and adults alike. Therefore, the Board endorses the use of instructional multimedia as an integral part of the school curriculum when practical.

When using instructional multimedia, in addition to general curriculum materials, a teacher should keep in mind that the content should be suitable to the maturity level of the students, and that the subject matter should be in support of the class curriculum.

Cultural and enrichment multimedia presentations of general interest to the community may also be used for instructional purposes to supplement the curriculum materials. Before recommending the viewing of such a program, the teacher should ascertain that the format and content of the program is suitable for students.

REFERENCES

State Reference:
 SDCL 13-1-31

Policy Reference:

Adoption History

First Reading 10/13/15
 Approved 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IIBGB
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INTERNET ACCESS AND TECHNOLOGY USE

Douglas School District provides all teachers and students with access to the internet and other related technology. The District understands that developing responsible technology skills is essential for lifelong learning. The goal in providing users with access is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Electronic networks connect millions of devices and individual subscribers around the world. Access to computers and people around the world expands the availability of information to support the Douglas School District curriculum. Appropriate use of the District network to research and obtain materials that relate directly to the District curriculum provides students the best education possible.

Information network accounts are provided to support classroom lessons and research consistent with the educational objectives of the District. Information/electronic network connections include, but are not limited to: internet, electronic mail, discussion groups, databases, computer software, and informational sources such as libraries and museums.

Internet users are responsible for their actions in accessing online resources. The administration will formulate the necessary regulations to carry out the policy of acceptable internet use and consequences if violations occur. All users are bound by the District Acceptable Use Policy and are responsible for their actions while online.

INTERNET SAFETY INSTRUCTION

The Board is committed to providing a safe learning environment that prepares students for a rapidly changing world. To ensure that students safely and appropriately benefit from the District’s technology resources, the District shall provide internet safety instruction to all students. The District’s internet safety curriculum shall include, but is not limited to:

1. Instruction conveying appropriate online behaviors and online social interaction; and
2. Instruction promoting cyberbullying awareness and the ways in which the District responds to cyberbullying.

REFERENCES

State Reference:

FCC Order and Report 11-125
SDCL 22-24-55

Policy Reference:

Adoption History

First Reading 08/28/95
Approved 09/11/95
First Reading - Revisions 09/22/97
Approved - Revisions 10/13/97
First Reading - Revisions 09/14/98
Approved - Revisions 09/28/98
First Reading - Revisions 02/24/03
Approved - Revisions 03/12/03
First Reading - Revisions 05/12/03
Approved - Revisions 05/27/03
First Reading - Revisions 11/14/05
Approved – Revisions 11/28/05
First Reading – Revisions 12/14/09
Approved 01/11/10
First Reading – Revisions 11/22/10
Approved 12/13/10
First Reading – Revisions 10/13/15
Approved 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IICA
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FIELD TRIPS AND ACTIVITY TRIPS

See Board Policies: JHFAA and/or IGD

REFERENCES

State Reference:
SDCL 13-29-1

Policy Reference:

Adoption History

First Reading 05/11/78
 Approved 07/13/78
 Regulations Revised 02/13/80
 First Reading - Revised Regulations 04/22/96
 Approved - Revised Regulations 05/13/96
 First Reading - Revised Regulations 09/22/97
 Approved - Revised Regulations 10/13/97
 First Reading – Revision 06/30/08
 Approved 07/14/08

SECTION	I	TITLE	INSTRUCTION	FILE	IICC
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SCHOOL VOLUNTEERS

The School Board recognizes the need to develop a volunteer program to support District instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction;
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works at the recommendation of professional personnel. A volunteer will serve without compensation or employee benefits of any type, except for workers' compensation if the school district is desirous of providing coverage.

Volunteers will work with students under the immediate supervision and direction of certified staff and are expected to comply with all rules and regulations set forth by the District. The District may run background checks on volunteers.

REFERENCES

State Reference:

SDCL 47-23-29

SDCL 61-1-5.1

Policy Reference:

Adoption History

First Reading 10/13/15

Approved 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IICD
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CHAPERONES FOR SCHOOL-RELATED ACTIVITIES

The Board of Education (Board) acknowledges the need for chaperones to support staff during school-related activities. The Board defines a chaperone as a District employee, parent or adult who volunteers on a temporary basis at a school site or off-campus event for the purpose of supporting the District in its education of students.

Chaperones will work with students under the immediate supervision and direction of a certified teacher or staff member, and are expected to comply with all rules and regulations set forth by the District.

The Board approves the use of staff, parental or community members as school chaperones, and will consider any chaperone a volunteer of the Douglas School District.

The Board authorizes the Superintendent or Superintendent’s designee to establish guidelines and procedures for chaperones for school-related activities.

At the discretion of the Superintendent **or Superintendent’s designee**, non-employee chaperones may be required to undergo a criminal background check.

All chaperones will abide by the school chaperone rules established by the Superintendent or Superintendent’s designee, and will be given a copy of this policy and any subsequent regulations or procedures.

REFERENCES

State Reference:
SDCL 47-23-29
SDCL 62-1-5.1
Policy Reference:
IICA

Adoption History

First Reading 01/12/09
IICA Approved 01/27/09
First Reading – Revision 10/13/15
Approved – Revision 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IJ
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GUIDANCE PROGRAM

The Douglas Schools counseling program is an integral part of the Douglas School K-12 educational program. The counseling program is developmental by design and includes sequential activities to support the academic component of the school program. The team of school counselors, classroom teachers, and administrators implement the program with the support of students and parents.

The counseling program is designed to address the needs of all students by helping them to acquire competencies in personal/social, academic and career development domains. These competencies enable each student to benefit from all aspects of their educational experiences to prepare them to meet the challenges of an ever-changing world.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading 10/13/15
 Approved 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IK
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ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested—attitude toward others and work habits, for example—may influence a student's success in school as much as his/her knowledge of subject areas.

In fairness to each student, ~~achievement will be judged by assessing each student's work in relation to his/her own progress, and also in terms of his/her degree of mastery of the course work in relation to his/her peer group.~~ **achievement will be measured according to each student's individual progress towards mastery of course instructional standards.**

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading 10/13/15
Approved 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IKAD - R
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REPORTING TO PARENTS

The following regulations form the basis of the pupil reporting system.

1. All K-12 educational programs in the district will distribute **progress reports** ~~report cards~~ on a quarterly basis during the school year. **Final report cards will be distributed at the end of each semester.** The distribution times are determined by the administrative council using the district **academic** activity calendar. ~~developed in the spring of each school year.~~ These dates may change due to days school is not in session.
2. The district will use a high school, middle school, elementary, and kindergarten **reporting** form. These **forms** will be developed under the direction of the ~~coordinating administrator for curriculum and instruction,~~ **Executive Directors of Academics,** the building principals, and teachers.
3. Each ~~form-report card~~ will include: student name, teacher **name,** grade, year, district, address, phone, building, academic areas or courses, **and a grading** key, ~~and a section with "promoted to" in the elementary grades.~~
4. A final copy of the report card will be filed in the students cumulative record or stored in a data file.
5. Starting in third grade, parents/guardians of students failing or having difficulty in a subject should be notified in writing by mid-quarter of each affected quarter, and followed up by a personal telephone call from the student's teacher.
6. Parent-teacher conference days are included ~~in with~~ the district's **academic** activity calendar.
7. Building principals are responsible for planning and coordinating parent teacher conferences in their building. Conference logs will be maintained by the buildings.
8. Conferences are open to all parents and guardians, with special invitations sent to guardians of all students showing signs of difficulty.
9. Teachers may arrange additional conferences.
10. Additional access to student performance information will also be available via the student management system, as appropriate. Building administrators, in collaboration with the Superintendent, will determine ~~the~~ **best practices** for online access based on student/parent needs.

Regulations Revised October 26, 2015

REFERENCES

State Reference:

Policy Reference:

Adoption History

SECTION	I	TITLE	INSTRUCTION	FILE	IKAD
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REPORTING TO PARENTS

The Board of Education authorizes the superintendent of schools to develop, maintain, and evaluate a standardized system of reporting to parents ~~that aligns which is compatible to~~ **with the** curriculum ~~used by~~ **in** the system. This system will reflect the status of each individual child's educational growth in school, and will utilize two basic vehicles (report cards and conferences) ~~with which~~ to facilitate the process.

REFERENCES

State Reference:
 Administrative Manual for South Dakota Schools 24:03:04:10

Policy Reference:

Adoption History

First Reading 05/11/78
 Approved 06/08/78
 First Reading - Revisions 09/22/97
 Approved - Revisions 10/13/97

SECTION	I	TITLE	INSTRUCTION	FILE	IKB
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HOMEWORK

The Board believes that homework -- as long as it is properly designed, carefully planned, and geared to the development of the individual student -- meets a real need and has a definite place in the educational program.

The Superintendent **or designee** will develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
2. Homework should help children learn by providing: practice in the mastery of skills; experience in data gathering and integration of knowledge; and opportunity to remediate learning problems.
3. Homework should help develop the student's **intrinsic** responsibility by providing an opportunity for the exercise of independent work and judgment.
4. In assigning homework, a teacher should consider a student's age, **their** and mastery of skills, ~~his~~ **their** need for **independent activity time** ~~play time~~, and/or, ~~his~~ **their** out-of-school responsibilities ~~and activities~~, **all which are key to well-rounded child development.** ~~often aid a student in developing his interests or tastes.~~ **Given these considerations, teachers may assign a grade for homework performance.**
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.
6. The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out ~~his~~ **their homework** responsibilities.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading 01/23/90
Approved 2/12/90
First Reading – Revisions 10/13/15
Approved – Revisions 10/26/15

SECTION	I	TITLE	INSTRUCTION	FILE	IKE
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PROMOTION AND RETENTION OF STUDENTS

The Douglas School administration and teaching staff strive to create plans of instruction and a learning environment that permits students to progress through school according to their needs and abilities. Students will normally **advance** ~~progress~~ annually from grade to grade. However, exceptions to this general policy may be made when it becomes evident that a student may benefit from **advancement** ~~movement~~ at a different pace.

Such retention/promotion may be considered when:

Grades K-8

1. The child is achieving significantly below/above ~~ability and grade level~~ **standard**.
2. Retention/promotion would not cause an undue social and/or emotional adjustment for the child.
3. Retention/promotion would have a reasonable chance of benefiting the child's **overall progress** ~~total program~~.
4. Other possibilities have been considered, **with input from parents**, including ~~parent conferencing~~, tutorial help, remedial work, or special services programming.

Grades 9-12

1. Students **must** ~~has not earned~~ enough credits to meet **the** standard for promotion to the next grade classification.
2. In grades 9-12, student grade classification will be determined at the beginning of each semester. Student grade classification is based upon the number of credits earned:
 - Freshman 0-4 credits
 - Sophomore 5-10 credits
 - Junior 11-15 credits
 - Senior 16+ credits

In evaluating the student's need for retention/promotion in grades K-12, the teacher team and principal shall make use of all available information, including results of teacher-made tests, other measures of skill and content mastery, standardized test results, teacher observation of student performance, and information from a retention/promotion scale. When there is a disparity between test data and other performance data, the teacher(s) shall give a written rationale for the recommended grade assignment.

In cases of potential retention/promotion, the following timelines will be followed:

1. At the end of the first semester, the teacher/team shall confer with the principal and other staff members involved with the child to identify concerns about the progress of the child.
2. The parents shall be invited to a meeting with the teacher/team, principal and other staff members during the third reporting period no later than February 15 for discussion of a possible retention/ promotion. The discussion shall consist of an explanation of the child's current academic standing and methods attempted to address the student's progress. Progress goals will be set for the third quarter. During the first four weeks of the fourth quarter a review of the student's goals and progress will be made.
3. The final decision regarding retention/promotion shall be made at the end of the last quarter.
4. A student may be retained when the cumulative average of core coursework (language arts, mathematics, science, and social sciences) during the current school year is less than 70%.
5. A student who successfully completes a summer program may request promotion to the next grade.

Although teachers/parents may request the retention /promotion, the school principal shall determine all retention/promotions. The principal will identify the reasons for the retention/promotion. The school district shall have the final authority in the promotion/retention of a student in grades K-12.

The principal will take care in assigning more than one retention/promotion during a child's school **career years** or to a child receiving services through an Individual Education Plan (IEP). The superintendent/designee must approve a second retention of a child or the **initial** retention of a child on an IEP.

REFERENCES

State Reference:

SDCL 13-27-1

Policy Reference:

Adoption History

First Reading 03/28/95

Approved 04/10/95

First Reading - Revisions 02/12/01

Approved - Revisions 02/26/01

First Reading – Revision 11/23/15

Approved – Revision 12/14/15

SECTION	I	TITLE	INSTRUCTION	FILE	IKF
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GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the South Dakota Department of Education, ~~as well as, those of the North Central Association of Colleges and Secondary Schools.~~

All students in grades 9 through 12 must have a Personal Learning Plan. The Personal Learning Plan must document a minimum of 22 units of credit for graduation.

All students may earn one (or more) of three advanced endorsements:

1. Advanced Endorsement: Indicates a student has pursued coursework consistent with entrance requirements for postsecondary education at a university.
2. Advanced Career Endorsement: Indicates a student has career experience in a concentrated area, based on academic and/or workplace experience and a related credential.
3. Advanced Honors Endorsement: Indicates a student has pursued advanced rigorous, academic coursework consistent with SDCL 13-55-31.1. (High school course requirements for opportunity scholarship eligibility.)

Students who are unable to meet the graduation requirements will not be permitted to participate in graduation exercises.

REFERENCES

State Reference:

SDCL 13-33-19
SDCL 13-55-31.1
ARSD 24:43:11:02:02

Policy Reference:

Adoption History

First Reading 11/14/88
Approved 11/14/88
First Reading - Revisions 09/22/97

Approved - Revisions 10/13/97
First Reading - Revisions 11/24/03
Approved - Revisions 12/08/03
First Reading - Revisions 09/26/05
Approved - Revisions 10/10/05
First Reading – Revisions 05/24/10
Approved – Revisions 06/12/10
First Reading – Revisions 11/23/15
Approved – Revisions 12/14/15
First Reading – Revisions 01/14/19
Approved – Revisions 01/28/19

SECTION	I	TITLE	INSTRUCTION	FILE	IKFC
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ALTERNATIVE HIGH SCHOOL CREDIT ATTAINMENT

Alternative Credit Attainment programs represent an opportunity for students to earn high school credit through an approved examination, online curriculum, mail correspondence, or other delivery method.

The Douglas School District supports these programs as valuable options for students to earn credit toward graduation when, upon mutual of the DHS principal or designee, student's teachers, school guidance counselor and parents/guardian or student if age 18 or older and if one or more of the following apply

- The enrollment is in the student’s best interest.
- The coursework aligns with District instructional goals.
- The coursework is provided through an accredited institution or program.
- The coursework is approved by the South Dakota Department of Education.
- The course is not currently offered within the regular curriculum.
- The high school offers the course within the regular curriculum, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course may serve as a supplement to extended homebound instruction.
- The District has suspended or expelled the student from the regular school setting, but educational services are to be continued.

REFERENCES

State Reference:
 24:43:01:01(8)
 24:43:01:01(51)
 24:43:08
 24:43:11(09)

Policy Reference:

Adoption History

First Reading 05/24/10
Approved 06/12/10

SECTION	I	TITLE	INSTRUCTION	FILE	IKFC - R
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ALTERNATIVE HIGH SCHOOL CREDIT ATTAINMENT

GENERAL

- Students taking such opportunities must be enrolled in the district.
- Credit may only be issued if obtained through an accredited provider approved by the South Dakota Department of Education (ARSD: 24:43:12:10).
- Credit for coursework may only be posted to the official Douglas High School (DHS) transcript with prior written approval of the high school principal or designee.
- Alternatively earned grades will not replace any previous grade appearing on the transcript.
- Credit must be earned and grade issued by the provider prior to the date of graduation in order to be considered for purposes of participation in graduation ceremonies.
- The Douglas School District will not assume any cost related to distance learning courses unless specifically approved by the superintendent as a necessary alternative education placement (Douglas District Policy IGBH, Alternative School Program).

ALTERNATIVE CREDIT OPTIONS

End-Of-Course Assessment (EOC): A proficiency examination given at the conclusion of a course.

- The student must have completed the course in order to qualify for this option.
- Students must receive permission from the DHS principal or designee prior to testing.
- A score of 80% or better is required for receipt of credit.
- Students may take this examination no more than twice.
- EOC credit shall be placed on the DHS transcript as a letter grade.
- The grade will be calculated into Grade Point Average and class rank.
-

Equivalency Examination: A proficiency test given in lieu of taking a course.

- Students may attempt equivalency examinations only if enrolled in at least grade nine.
- Students must receive permission from the DHS principal or designee prior to testing.
- A score of 85% or better is required on the examination for receipt of credit.
- The examination may be taken once only.
- Equivalency credit will be placed on the transcript as P (Pass).
- No grade or credit will be transcribed if a student fails to earn a 85% or better.
- Students may petition, in writing, to the high school principal or designee to utilize the
- assessment letter grade on the DHS transcript. The grade will be calculated into GPA and class rank.

Online and Correspondence courses: Any course made available through a carrier approved by the

South Dakota Department of Education.

- All online and correspondence courses must be offered through South Dakota Virtual School (<http://sdvs.k12.sd.us>).
- Students must coordinate enrollment with DHS prior to registering online.
- Online and correspondence credit and grade issued by the provider will be placed on the high school transcript.
- The grade will be calculated into GPA and class rank.

PROCESS

Students desiring to attempt alternative credit will do the following:

- Meet with a high school counselor to assess need and ability to succeed in the alternative format.
- Complete the steps outlined on Form IKFC-E securing all necessary signatures.
- Adhere to all district and school policies and procedures.
- Adhere to Douglas District Appropriate Use Policies.

Revised Regulation September 2010

REFERENCES

State Reference:

Policy Reference:

Adoption History

**Student Application
ALTERNATIVE CREDIT**

I am requesting an alternative credit opportunity for the course noted below. I understand that if my request is accepted, I will be responsible for fees associated with the course, unless otherwise provided, and that I am subject to all terms noted in Douglas District Policy IKFC. I understand this request is subject to review and is dependent upon the agreement of all parties signing below.

Request for Approval (check appropriate box)

Equivalency Examination **End-Of-Course Assessment** **Online/Distance Education**

Student: _____ Current Grade: _____ Application Date: _____

Course/Program to be taken: _____

Semester alternative program will occur: _____

If Online/Distance, Name of alternative program: _____

Rationale for request:

If course/ program is approved, _____ credits will be awarded upon proof of successful completion

Course is to be completed by (Date) _____ for credit to be accepted.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

School Counselor Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Copy to: [] Student/Parent [] Student File [] Guidance Counselor

SECTION	I	TITLE	INSTRUCTION	FILE	IL
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TESTING PROGRAMS

Testing of students can provide a meaningful source of information about student achievement, the curriculum, and instruction. The Board, therefore, authorizes testing to help accomplish the following objectives:

1. To evaluate strengths and weaknesses of the current curriculum and instruction to identify areas needing review/revision.
2. To compare achievement of district students **internally within the district as well as externally** ~~with themselves and~~ with students nationally as one means to evaluate student growth.
3. To provide a degree of diagnostic instructional information to teachers about the group(s) of students they work with.
4. To provide one basis for longitudinal **analysis** ~~study~~ of student achievement.

~~Information gained through the use of tests~~ **Test result data** will be used to design educational opportunities for students to better meet their individual and collective needs.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his work.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

REFERENCES

- State Reference:**
SDCL 13-3-51
SDCL 13-3-55
SDCL 13-3-56.1
SDCL 13-3-56.2
SDCL 13-42-32

Policy Reference:
JO – Student Records

Adoption History

First Reading 11/23/15
Approved 12/14/15

SECTION	I	TITLE	INSTRUCTION	FILE	ILB
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STATE REQUIRED ASSESSMENTS

The Superintendent is charged with the administration of all state assessments. As a valuable measurement of student progress, results of state assessments will be shared with the Board so the Board can use accurate and up-to-date data in district decision-making.

If the Superintendent has sufficient evidence that cheating on a state-required academic test occurred, the Superintendent shall investigate the circumstances. The Superintendent shall report the findings of the investigation to the South Dakota Department of Education. The Superintendent will also make a formal report to the Board, excluding any personally student identifiable information of students involved.

Cheating is defined as any form of academic dishonesty or cheating, including the unauthorized knowledge of the achievement test by a student or providing unauthorized access to secure test questions or tampering or altering of student answer sheets by school district personnel.

Student and staff handbooks will contain information **regarding** what constitutes cheating and communicate the possible personal and District sanctions.

The District shall not collect information that is not necessary for the determination of student academic progress, state and federal reporting requirements, other duties prescribed to the District, or for the calculation of funding for public education.

Pursuant to such procedures as established by the South Dakota Department of Education, the parent of a student to whom an assessment is administered pursuant to state law or the eligible student may request to inspect and review the assessment of the student after it is scored and the results are provided to the parent or eligible student. The law requires the Department of Education to provide through its website information to parents and eligible students regarding the process and procedures for the inspection and review as authorized by law. The District will also provide parents and eligible students information regarding the process and procedures for the inspection and review as authorized by law. The parent or eligible student shall be provided with access to the assessment in a secured environment within a reasonable period of time, but not more than forty-five days after the request is received. The term, parent, and the term, eligible student, are as defined in state law.

REFERENCES

State Reference:

SDCL 13-3-51
SDCL 13-3-51.1
SDCL 13-3-51.2
SDCL 13-3-51.3
SDCL 13-3-51.4
SDCL 13-3-51.5
SDCL 13-3-51.6
SDCL 13-3-55
SDCL 13-3-56.1
SDCL 13-3-56.2
SDCL 13-42-32
Federal Reference:
CRF Title 34 §99.w

Policy Reference:

GBCB
JFC
JO

Adoption History

First Reading 10/26/15
Approved 11/09/15
First Reading – Revision 06/30/16
Approved 07/14/16

SECTION	I	TITLE	INSTRUCTION	FILE	INB
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TEACHING ABOUT CONTROVERSIAL ISSUES

Training for effective citizenship is accepted as one of the major goals of the District's schools. The instructional program developed to achieve this purpose properly places great emphasis upon teaching about our American heritage, respect for our established institutions, the rights and privileges we enjoy as citizens, and the citizenship responsibilities that must be assumed in maintaining our American way of life.

To enable students to learn how to become effective citizens, ~~the~~ public schools have an obligation to prepare **students** ~~them~~ for intelligent and conscientious participation in a democratic social order. Such participation requires that students have the opportunity to become cognizant of public issues; to learn the skills of analyzing current problems and arguments; to distinguish between fact and opinion; to gather and organize pertinent facts; and to respect the opinions of others. ~~The schools~~ **Schools** have the additional responsibility of providing students the opportunity to identify, form, and express their own opinions on controversial issues.

Teachers will use the following guidelines for selection and study of controversial issues in the classroom:

1. The topic and method used in its study should contribute toward helping students develop techniques for examining other controversial issues.
2. The issue should be appropriate to the maturity level **and** background of the students in the class.
3. The issue should be related to the course content and help achieve course objectives.
4. A balanced and fair **re**presentation of the issue should be presented.

Teachers desiring to bring resource people into the class to discuss a particular viewpoint on a controversial issue must first obtain the endorsement of the principal. Care must be taken by the teacher not to expose any one viewpoint as more acceptable than another.

REFERENCES

State Reference:

Policy Reference:

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Adoption History
First Reading 10/26/15 Approved 11/09/15

SECTION	I	TITLE	INSTRUCTION	FILE	IND
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SCHOOL CEREMONIES AND OBSERVANCES

During the course of a school year, many opportunities are available to the instructional staff in the district schools to recognize the plural characteristics of American culture. **The significance of what** ~~What~~ these **events days** mean to minority **community members** must be understood by the total society and viewed by educators as a unifying principle of our democracy.

In view of recent Supreme Court opinions, the school district will not sanction prayers, invocations, or benedictions at school sponsored ceremonies and observances, as the Courts say this would be a violation of the U.S. Constitution.

Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or nonbelief should be promoted by the school district or its employees and none should be disparaged. Instead, the District should encourage all students and staff members to appreciate and be tolerant of each other’s religious views. The District should use all opportunities to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices that are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The District recognizes that one of its educational goals is to advance the students’ knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

Observance of Religious Holidays

The practice of the District will be:

1. The several holidays throughout the year which have a religious and a secular basis may be observed in the schools.
2. The historical and contemporary values, and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner, and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday

is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.

5. The school district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about—and not of—religion be conducted in a factual objective and respectful manner.

The practice of the Douglas School District 51-1 will be:

1. The District supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student-initiated expressions to questions or assignments which reflect their beliefs or nonbeliefs about a religious theme will be accommodated. For example, students are free to express religious belief or nonbelief in compositions, art forms, music, speech and debate.

Dedications and Commencement

Traditions are a cherished part of the community life, and the District expresses an interest in maintaining those traditions which have had a significance to the community. Such ceremonies should recognize the religious pluralism of the community.

Therefore, the practice of the District will be:

1. A dedication ceremony should recognize the religious pluralism of the community and be appropriate to those who use the facility. An open invitation should be extended to all citizens to participate in the ceremony.
2. Traditions, i.e., invocation and benediction, inherent to commencement ceremonies, should be honored in the spirit of accommodation and good taste.
3. Because the baccalaureate service is traditionally religious in nature, participation will be voluntary.
4. An invocation and benediction will be excluded from any convocation of students in which participation is mandatory.

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading 03/12/82

Approved 5/13/82

First Reading – Revision 11/23/15

Approved – Revision 12/14/15

SECTION	I	TITLE	INSTRUCTION	FILE	ING
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ANIMALS IN SCHOOLS AND CLASSROOMS

CLASSROOM / BUILDING

~~The governing board recognizes that some students have a moral objection to dissecting or otherwise harming or destroying animals. Students will not be discriminated against for a decision to exercise this right. The accommodation of students' requests for alternative educational projects will be left to the discretion of site administrators and teachers.~~

~~Agriculture education classes would be exempt from this policy.~~

ANIMALS ON GROUNDS

~~When an uncontrolled dog or other animal is discovered on school property, the principal or designee(s) should call the animal control officer or local law enforcement.~~

~~In the event of an animal bite suffered while the animal is being removed from or controlled on school premises, see the Safety Handbook and/or seek medical attention. After medical attention has been given, the Student Accident Report or Employee Accident Report should be completed and turned into the Administration Office.~~

All animals brought into the schools on either a temporary or permanent basis shall be approved in advance by the Principal or building administrator. At the Principal's discretion, permission to keep the animal may be denied, for good reason, including but not limited to one or more of these considerations: (1) the purpose for the animal's presence, (2) the ability of the teacher to control the animal, and/or (3) the dangerous propensity of the animal.

Unauthorized animals are not allowed in school buildings or on school grounds.

The Board recognizes that under the proper conditions, animals can be an effective teaching aid. In order to protect both children and animals, the following shall apply in schools in the district.

1. The bringing of animals into the classroom must not violate city/state/federal ordinances.
2. The only animals allowed in a classroom must be for a specific and appropriate educational purpose and shall be allowed for the amount of time necessary to achieve the educational goal.
3. All animals must be in good physical condition and vaccinated against transmittable disease. Dogs, cats, and ferrets will require proof of original and booster rabies vaccination.

4. No animal shall be permitted on school property pursuant to this policy if the presence of that animal will result in a student having an allergic reaction. For purposes of this provision the school must be provided medical verification of the student's allergy before the school prohibits the animal from being on school property.
5. The teacher will be responsible for the proper control of animals brought to school for instructional purposes, including the effective protection of children when animals are in the school. This will include keeping the animal in an appropriate cage or container and handling fecal material in a sanitary manner.
6. No animals are to be allowed to run freely on school property.
7. All fecal material must be cleaned from the cage of any mammal or rodent on an as needed basis, (at a minimum of two times per week), and appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health. Person cleaning cages must wear gloves, masks, and glasses or goggles.
8. The teacher shall be responsible for the care and feeding of animals during the school year and during school vacations.

It will be the responsibility of the principal and classroom teacher to provide for a plan of care for classroom housed animals in the event of an emergency school closing which might cause disruption of the routine care of the animals. In each school where these animals are housed, there should be a plan whereby the staff member who visits the school daily during the emergency closing will be aware of the animals presence and see to their care. If no staff member visits the school daily,, the teacher is responsible for the daily care of the animal(s).

No animal shall be at school unless the principal and/or teacher involved is familiar with the appropriate care, feeding, and handling of that animal and of any potential dangers presented by the animal. Many different diseases and afflictions may be transmitted by animal hair, dander, bites, and fecal material. It shall be the responsibility of the teacher to become familiar with each animal as it relates to the wellbeing of the students in that particular classroom.

REFERENCES

State Reference:

Policy Reference:

Adoption History
First Reading 10/16/15 Approved 11/09/15

SECTION	I	TITLE	INSTRUCTION	FILE	INGA
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ANIMALS IN THE CLASSROOM

~~Animals may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for, and properly handled. Persons or teachers bringing animals into the school should receive prior permission from the supervising teacher or principal.~~

- ~~1. Teachers are to check with the school nurse regarding any known allergies existing among students in the classroom prior to granting permission. If allergies exist, parents must be contacted for further direction.~~
- ~~2. Teachers must assume primary responsibility for the humane proper treatment of any animal in the classroom.~~
- ~~3. Only the teacher or students designated by the teacher are to handle the animals.~~
- ~~4. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.~~
- ~~5. Teachers with questions regarding proper care, feeding, and handling of animals should contact the science resource teacher or science department head.~~
- ~~6. Animals are not to be transported on school buses.~~
- ~~7. All experiments using live animals must have prior approval of the principal or delegated agent.~~
- ~~8. If a staff member or student has been bitten by an animal where skin has been pierced, the incident must be reported immediately to the school office by the supervising adult. Principals are to assume responsibility to notify public health authorities and to impound the appropriate term of confinement of the animal and method of observation.~~

REFERENCES

State Reference:

Policy Reference:

Adoption History

First Reading 10/13/97

Approved 10/27/97

First Reading – Renamed 10/26/15

Approved – Renamed 11/09/15

SECTION	G	TITLE	Personnel	FILE	GCDA
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TUITION ASSISTANCE/LOAN PROGRAM

Douglas School District values the employment of qualified professionals, particularly for specialized positions that may necessitate advanced degrees or endorsements. To support staff members in acquiring these qualifications, the district offers Tuition Assistance. This assistance may take the form of scholarships, stipends, loans, or tuition reimbursement as deemed necessary by district administration.

Eligibility Criteria: Staff members eligible for Tuition Assistance must meet the following criteria:

1. The recommended employee must be employed by the Douglas School District on a full-time basis.
2. The advanced degree or endorsement pursued is directly related to a position considered high-needs within the District.
3. The advanced degree or endorsement is required by the district or state to staff a position.

Reimbursement: Staff members who receive Tuition Assistance for an advanced degree or endorsement must agree to the following reimbursement clause:

1. If the staff member does not serve in the intended capacity within the District for a period of 3 years after the receipt of the degree or endorsement, they will be required to reimburse the district for a prorated portion of the Tuition Assistance received.
2. The prorated amount shall be determined based on the following formula: [Total Tuition Assistance Received] divided by [Number of Years Intended to Serve] multiplied by [Number of Years Not Served].
3. The reimbursement shall be made in a reasonable timeframe established by the district.
4. The district may, at its discretion, waive or modify the reimbursement obligation in exceptional circumstances, such as health-related issues, family emergencies, or other compelling reasons.

Application Process:

1. Staff members recommended for Tuition Assistance for an advanced degree or endorsement must submit a formal application (GCDA-E1) to the Business Office, including details of the program, its relevance to the position, and a commitment to the reimbursement clause.
2. Staff members should be aware that other forms of reimbursement, including but not limited to Area of Specialization pay, will not be provided in conjunction with tuition reimbursement for the advanced degree or endorsement.

Approval Process:

1. The Executive Leadership Team will review and approve applications based on the alignment of the advanced degree or endorsement with the needs of the district and the availability of funds.

Monitoring and Reporting:

1. The district administration will periodically review the progress of staff members who have received financial assistance to ensure compliance with the reimbursement clause.

REFERENCES

State Reference:

Federal Reference:

Adoption History

First Reading			
Approved			
First Reading-Revision			
Approved			

**DOUGLAS SCHOOL DISTRICT INTEREST-FREE LOAN APPLICATION
AND PROMISSORY NOTE**

Date: _____

Employee Name: _____ Employee Number: _____

Position: _____

Sponsoring Administrator: _____

Loan Terms and Conditions:

Employees will file a plan of study that includes timelines for completing the endorsement and cost of certification/degree. Both Borrower and DSD understand and agree that DSD must determine that a DSD loan applicant is eligible before making a loan.

PROMISSORY NOTE: For value received, XXXXXX ("Borrower"), promises to pay Douglas School District 51-1 ("DSD"), the principal sum of such loan amount(s) as endorsed in the Schedule of Advances below, together with all attorney's fees, collection agent costs, and other related costs and charges for the collection of any amount not paid if in default according to the terms of this Promissory Note ("Note").

SCHEDULE OF ADVANCES

Number	Amount of Loan Advanced to Borrower	Total of Loan(s) Advanced to Date	Date
1			
2			
3			
4			

For value received, Borrower promises to pay DSD the amount of \$ XXXXXX as noted above.

1. Installments/Forgiveness

- Once certification is complete, DSD will "forgive" 1/3 of the total loan over the next 3-year period. At the completion of each year of work following newly acquired certification, 1/3 of the amount of the loan will be forgiven;
- Partial-year credit will not be given;
- At the conclusion of three successful years of employment following gaining certification, the entire loan will be forgiven.
- If Borrower does not complete certification and/or if Borrower leaves employment at DSD prior to the end of three successful years of employment, any remaining amount of loan not already forgiven will be the responsibility of Borrower to pay back to DSD prior to leaving employment.

REQUIRED: Date Borrower will begin to make payments to DSD: _____

2. Prepayment

- Borrower may, at Borrower's option and without penalty or premium, prepay all or any part of the loan at any time.
- Except as provided herein, all parties to this Promissory Note hereby waive presentment, dishonor, notice of dishonor, and protest.

3. Acceleration:

- If Borrower fails to make a scheduled payment or fails to comply with any other term of this Note, the entire unpaid balance of the loan, including any interest due and accrued and any applicable penalty charges, will, at the option of DSD, become immediately due and payable.

4. Death and Disability:

- This Note is binding on the parties, their heirs, successors, administrators, executors, and assigns. In the event of Borrower’s total or permanent disability, or in the event of death, DSD may cancel, in its sole discretion, any remaining payments due on this Note.

5. Forbearance:

- DSD may, in its discretion, place Borrower’s Note in forbearance whenever extraordinary circumstances, such as poor health or other hardship, temporarily affects Borrower’s ability to make scheduled loan repayments under this Note.

6. Default:

- Borrower shall be considered in default of this Note if during the term of the DSD loan:
 - A. Borrower is no longer serving as an employee of DSD.; or
 - B. Borrower is no longer working towards certification outlined above
- If Borrower defaults on this Note, DSD shall immediately stop the disbursements of the DSD loan and shall begin collection activities on the loan, including, but not limited to, legal action.
- During any period of default, Borrower agrees to pay interest at the rate of twelve percent (12%) per annum on the unpaid balance of the loan.

7. General:

- Borrower will promptly inform DSD of any change in Borrower’s name or address.

8. Severability.

- In the event that any provision of this Note shall be held unenforceable or invalid by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Note.

9. Choice of Law.

- The terms and conditions of this Note are subject to and will be construed under the laws of the State of South Dakota. The parties further agree that any dispute arising under the terms and conditions of this Note, which cannot be resolved by mutual agreement, will be venued in the Pennington Co. Judicial Circuit Court.

With Borrower’s signature below, Borrower CERTIFIES and ACKNOWLEDGES that Borrower has read and understands the provisions of this Note as well as Borrower’s rights and responsibilities regarding a DSD loan made under this Note.

Dated this ____ day of _____, 2024.

Signature of Borrower

Printed Name of Borrower

APPROVED this ____ day of _____, _____

By: _____
Business Manager

POSITION TITLE & DETAILS			
TITLE	ACTIVITIES CLERK SECRETARY		
WORK DAYS	204	REPORTS TO	District Activities Director
SALARY SCHEDULE	CAT E	SUPERVISES	Supervision of Middle School Coaches and others involved in the Middle School Activities Program. None
GROUP	Classified	EVALUATION	By the District Activities Director, in conjunction with the Building Principal
FUNCTIONS	The Activities Secretary is a pivotal member of the school's administrative team, responsible for providing comprehensive support to the coordination and execution of various school activities and events. The role encompasses a wide range of administrative tasks, emphasizing efficient communication, meticulous organization, and a commitment to creating a vibrant and engaging school activities community.		

MINIMUM REQUIREMENTS	
EDUCATION	High School Diploma or Equivalent
QUALIFICATIONS	<ul style="list-style-type: none"> • Previous experience in event planning, administrative support, or related roles. • Strong organizational and multitasking skills. • Excellent communication and interpersonal abilities. • Proficiency in office software and systems. • Enthusiasm for creating a positive and vibrant school culture through engaging activities.

DUTIES AND RESPONSIBILITIES
<ul style="list-style-type: none"> • Event Coordination: <ul style="list-style-type: none"> ○ Assist in planning, organizing, and coordinating school-wide events, extracurricular activities, and special projects. ○ Collaborate with staff, students, and external partners to ensure successful execution of diverse activities. • Communication Hub: <ul style="list-style-type: none"> ○ Serve as the primary point of contact for inquiries related to school activities. ○ Effectively communicate information to students, parents, and staff regarding upcoming events, deadlines, and logistical details. • Administrative Support: <ul style="list-style-type: none"> ○ Perform general clerical tasks to facilitate the smooth operation of the Activities Department. ○ Maintain accurate records, including attendance at events, financial transactions, and participant details. • Financial Management: <ul style="list-style-type: none"> ○ Assist in the budgeting process for activities, tracking expenditures, and ensuring financial accountability.

- Collect, manage, and deposit funds associated with activities in accordance with established procedures.
- **Documentation and Reporting:**
 - Create and maintain detailed documentation of all activities, including post-event evaluations and reports.
 - Provide regular updates to school leadership on the success and challenges of various activities.
- **Student Engagement:**
 - Foster a positive and inclusive atmosphere by actively engaging students in the planning and execution of activities.
 - Encourage student participation and creativity in the development of new initiatives.
- **Resource Management:**
 - Manage inventory related to activity supplies, equipment, and materials.
 - Coordinate the procurement and distribution of resources necessary for different events.
- **Collaboration with Stakeholders:**
 - Collaborate with teachers, administrators, and community partners to align activities with educational goals and community interests.
 - Facilitate connections between students and external resources to enhance the overall educational experience.
- **Professional Development:**
 - Pursue opportunities for professional growth to stay current with trends in event planning, student engagement, and administrative best practices.
- **Adaptability and Additional Responsibilities:**
 - Remain flexible and adaptable to accommodate the dynamic nature of school activities.
 - Perform other duties as assigned by school leadership.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	BUILDING CLERK ATTENDANCE SECRETARY (DRAFT)		
WORK DAYS	204	REPORTS TO	Building Principal or Assistant Principal
SALARY SCHEDULE	CAT E	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building Principal or Assistant Principal utilizing the adopted district process
FUNCTIONS	The school's Attendance Secretary is the welcoming face of our school, responsible for managing the front office, assisting visitors, and ensuring the accuracy and confidentiality of student records, specifically attendance accounting. This role involves seamless communication with parents, diligent record-keeping, financial management, and providing essential support to teachers and the school community.		

MINIMUM REQUIREMENTS	
EDUCATION	High School Diploma or Equivalent
QUALIFICATIONS	<ul style="list-style-type: none"> ● Previous experience in a similar administrative role, preferably in an educational setting. ● Strong organizational and multitasking skills. ● Excellent communication and interpersonal abilities. ● Proficiency in office software and systems. ● Commitment to maintaining confidentiality and professionalism

DUTIES AND RESPONSIBILITIES
<ul style="list-style-type: none"> ● Reception and Visitor Assistance: <ul style="list-style-type: none"> ○ Act as the building receptionist, answering phones and providing information to visitors. ○ Conduct informational tours for prospective students and their families. ○ Assist students and parents with routine concerns, ensuring a positive and helpful experience in the school office. ● Student Records Management: <ul style="list-style-type: none"> ○ Maintain and update student records, ensuring accuracy and confidentiality. ○ Manage student attendance records, including enrollment and withdrawal reports. ○ Communicate with parents regarding student concerns, attendance, and absences. ● Student Support: <ul style="list-style-type: none"> ○ Assist students with minor physical and emotional concerns, as well as routine inquiries. ○ Foster a positive atmosphere in the school office, creating a welcoming environment for all. ● Financial Management: <ul style="list-style-type: none"> ○ Handle the receipt, management, and deposit of school funds as required. ● Inventory Control:

- Ensure proper storage and distribution of educational resources.
- **Teacher Support:**
 - Assist staff as needed, fostering a collaborative and supportive working environment.
 - Provide support for the school lunch program by maintaining a daily lunch count.
- **Communication and Catalog Management:**
 - Maintain a current catalog file of all school resource suppliers.
 - Assist with the distribution of school building mail and parent information forms.
- **Office Assistance and Professional Development:**
 - Support the Principal's secretary with general office work as needed.
 - Demonstrate a commitment to professional growth through continuous learning and development.
- **Adaptability and Additional Responsibilities:**
 - Remain flexible and adaptable to meet the dynamic needs of the school environment.
 - Perform other duties as assigned by the building principal, contributing to the overall success of the school.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	<u>CENTRAL REGISTRAR (DRAFT)</u>		
WORK DAYS	218	REPORTS TO	Executive Director of Operational Support Services
SALARY SCHEDULE	Lane E G	SUPERVISES	None
GROUP	Classified	EVALUATION	By Executive Director of Operational Support Services
FUNCTIONS	The Central Registrar, is are the key liaison between families, schools, and administrative systems. This role is instrumental in ensuring the seamless registration of students, maintaining accurate records, and supporting the effective use of the Infinite Campus system. With a strong focus on compliance, customer service, and information dissemination, you contribute to the overall efficiency of the district's enrollment processes.		

MINIMUM REQUIREMENTS	
EDUCATION	High School Diploma or equivalent
QUALIFICATIONS	<ul style="list-style-type: none"> ● Previous experience in a registrar or enrollment coordination role. ● Strong organizational and problem-solving skills. ● Excellent communication and interpersonal abilities. ● Proficiency in Microsoft Office applications and Google Suite. ● Commitment to maintaining confidentiality and professionalism.

DUTIES AND RESPONSIBILITIES
<ul style="list-style-type: none"> ● Infinite Campus Management: <ul style="list-style-type: none"> ○ Troubleshoot and resolve Infinite Campus (IC) questions from Secretaries and parents. ○ Submit tickets and collaborate with IC to address more complex program issues. ○ Attend training sessions and relay pertinent information to secretaries regarding system updates, best practices, and known issues. ● Training and Support: <ul style="list-style-type: none"> ○ Provide comprehensive information, training, and ongoing support to secretaries on the use of Infinite Campus, covering reporting, data entry procedures, parent portal, and ad hoc reporting. ○ Facilitate understanding of and compliance with district and state enrollment policies and procedures. ● State and Federal Reporting: <ul style="list-style-type: none"> ○ Stay informed about current state and federal reporting requirements. ○ Oversee reporting periods for the school district, running various reports and verifying data accuracy to ensure compliance with reporting guidelines. ● Student Registration: <ul style="list-style-type: none"> ○ Register new students using online registration systems.

- Meet with new families to provide information about district policies and procedures, answering questions, arranging school tours, and guiding them through the registration process.
- Communicate effectively with schools regarding new students and any special considerations.
- **Online Registration Management:**
 - Organize, set up, and manage online registration for current students each fall and Kindergarten Registration in the spring.
 - Review and approve all online applications to ensure accuracy and compliance.
- **Compliance and Confidentiality:**
 - Maintain confidentiality regarding school/workplace matters.
 - Monitor and comply with federal, state, and district policies and procedures.
- **Technology Proficiency:**
 - Utilize Microsoft Office applications including Word, Excel, Access, and Google to efficiently perform job duties.
- **Additional Duties:**
 - Update home school information from the Department of Education Website.
 - Screen and identify families as homeless, providing appropriate support.
 - Assist with phones and customer greeting when the receptionist is unavailable.
 - Process parent portal requests.
- **Professional Development:**
 - Actively pursue professional growth by attending training, seminars, and workshops to stay current with industry best practices.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	<u>COUNSELOR'S CLERK SECRETARY (DRAFT)</u>		
WORK DAYS	204	REPORTS TO	Counselors and Building Principal
SALARY SCHEDULE	CAT E	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building principal using adopted district process
FUNCTIONS	The Counselor's Secretary plays a vital role in fostering a supportive and organized environment within the counselor's office. Responsibilities span from being the initial point of contact for students and parents to managing clerical tasks, student records, and facilitating the smooth operation of the counselor's office. This role requires a combination of interpersonal skills, organizational acumen, and a commitment to maintaining accurate and confidential student information.		

MINIMUM REQUIREMENTS	
EDUCATION	High School Diploma or equivalent
QUALIFICATIONS	<ul style="list-style-type: none"> • Previous experience in a similar administrative role, preferably in an educational or counseling setting. • Strong organizational and multitasking skills. • Excellent communication and interpersonal abilities. • Proficiency in office software and systems. • Commitment to maintaining confidentiality and professionalism.

DUTIES AND RESPONSIBILITIES	
<ul style="list-style-type: none"> • Office Reception and Student Assistance: <ul style="list-style-type: none"> ○ Act as the office receptionist, answering phones, and assisting students with routine concerns when visiting the counselor's office. ○ Create a welcoming atmosphere, ensuring a positive experience for students seeking support. • Clerical Support: <ul style="list-style-type: none"> ○ Perform general clerical tasks associated with the duties of the building counselors, maintaining efficient office operations. ○ Assist in the receipt, management, and deposit of school funds as required. • New Student Processing: <ul style="list-style-type: none"> ○ Collaborate with counselors in the meeting, processing, and orientation of new students, facilitating a smooth transition. • Parent Communication: <ul style="list-style-type: none"> ○ Communicate with parents regarding student progress reports, ensuring timely and accurate information exchange. • Student Academic Records: <ul style="list-style-type: none"> ○ Maintain and update all student academic records, ensuring accuracy and confidentiality. 	

- Manage records for the counselor's office, including transcripts, class lists, and student locker lists.
- **Scheduling and Compliance:**
 - Monitor student schedule changes and class loads to optimize class distribution.
 - Research student records to ensure compliance with educational requirements.
- **College and Career Support:**
 - Maintain and update college catalog files, career information files, and financial aid and scholarship applications when required.
 - Assist in organizing student registration, preparing packets, and inputting information for class lists.
- **Scheduling Assistance:**
 - Assist counselors in the preparation of student class schedules.
 - Support counselors in the dissemination of test results to students.
- **Team Collaboration:**
 - Collaborate with the office staff of the building when necessary, fostering a cohesive and supportive work environment.
- **Professional Development:**
 - Pursue opportunities for professional growth to enhance skills and stay current in the field of student services.
- **Adaptability and Additional Responsibilities:**
 - Remain flexible and adaptable to meet the evolving needs of the counselor's office.
 - Perform other duties as assigned by the Counselors and Building Principal.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	<u>INSTRUCTIONAL AIDE (DRAFT)</u>		
WORK DAYS	183	REPORTS TO	Building Principal Classroom Teacher
SALARY SCHEDULE	CAT E	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building Principal utilizing the adopted district process
FUNCTIONS	The Instructional Aide supports teachers by providing hands-on instruction, maintaining records, and fostering a positive learning environment. This role involves working with individuals and groups of students, employing motivational strategies, and effective communication with teachers and parents. Duties may vary depending on need or specific assignment.		

MINIMUM REQUIREMENTS	
QUALIFICATIONS	<ul style="list-style-type: none"> • High School Diploma or equivalent • Ability to Relate to Students • Two Years of College preferred • SD Instructional Aide Certification prior to, or following hire.

DUTIES AND RESPONSIBILITIES
<p>Instructional Support</p> <ul style="list-style-type: none"> • Assist and support the certified teacher in delivering effective instruction to students. • Provide supervision to individuals and groups of students engaged in educational activities. • Motivate students by understanding and addressing their individual needs and interests. Collaborate with the teacher to implement strategies that engage and inspire students. • Actively participate in the effective implementation of the Douglas curriculum, ensuring alignment of instructional support with established curriculum goals. <p>Collaborative Planning and Communication</p> <ul style="list-style-type: none"> • Participate in planning meetings focused on student services and organizational concerns as required. Contribute insights and observations to enhance the overall educational experience. • Share valuable observations with the teacher regarding student needs, progress, and programming adjustments. Contribute to a constructive feedback loop to enhance teaching and learning experiences. • Participate in parent-teacher conferences as required, providing insights into student progress and collaboration on educational goals. <p>Learning Environment Maintenance</p> <ul style="list-style-type: none"> • Contribute to the preparation and maintenance of a healthy and conducive learning environment.

- -Assist in creating an inclusive and supportive atmosphere for students.

Record Keeping

- Maintain accurate records, including student records and inventory, as required by the position or instructed by the classroom teacher.

Professional Development and Growth

- Engage in staff development activities to enhance skills and stay current with educational best practices.
- Take responsibility for personal and professional growth, seeking opportunities for continuous improvement. Stay informed about educational trends and innovations.
- Possess a working knowledge of the Douglas School District Philosophy. Align instructional support with the educational philosophy to maintain consistency and coherence.
- Perform additional duties as assigned by the principal or certified teacher, demonstrating flexibility and adaptability to support the overall educational environment.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	TITLE I TUTOR <u>INSTRUCTIONAL AIDE, TITLE INTERVENTIONIST (DRAFT)</u>		
WORK DAYS	183	REPORTS TO	Building Principal and Director of Special Education Services
SALARY SCHEDULE	CAT E	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building Principal with input from Chapter I Diagnostician utilizing adopted district process.
FUNCTIONS	The Interventionist is responsible for supporting students in developing foundational academic skills through targeted instruction and intervention. This role involves assessing student needs, implementing individualized learning plans, and collaborating with Instructional Leaders, teachers and parents to ensure student success in academic skills. The Interventionist will also participate in professional development and contribute to the overall effectiveness of the school's instructional programs.		

MINIMUM REQUIREMENTS	
QUALIFICATIONS	<ul style="list-style-type: none"> ● High School Diploma or equivalent ● Experience in foundational instruction and intervention preferred. ● Ability to relate to students ● Strong communication and organizational skills. ● Ability to work collaboratively with teachers, parents, and administrators. ● Commitment to maintaining student confidentiality and fostering a positive learning environment. <p>In South Dakota all Paraprofessionals working in a program supported with Title I Funds are required to meet one of the following requirements:</p> <ul style="list-style-type: none"> ● Complete 48 credit hours; or ● Pass the Praxis Paraprofessional Assessment; or ● Obtain an associate's degree

DUTIES AND RESPONSIBILITIES
<p>Student Assessment and Instruction</p> <ul style="list-style-type: none"> ● Administers individual diagnostic/achievement tests under the supervision of the Principal, Instructional Leader, and/or classroom teacher. ● Instructs students in developmental instructional activities based on prescribed plans. ● Participates in the effective implementation of the school's improvement plans, curriculum and individualized learning plans. ● Makes recommendations to the teacher regarding student needs or program changes. <p>Collaboration and Communication</p>

- Participates in planning meetings regarding student services and organizational concerns.
- Participates in parent-teacher conferences to discuss student progress and strategies for support.
- Communicates regularly with teachers, parents, and administrators about student progress and program effectiveness.
- Maintains confidentiality in all matters related to students and their families.

Record Keeping and Reporting

- Keeps all records for students' achievement, individual testing, and reports to parents as deemed necessary by the Principal and/or classroom teacher..
- Assists in the preparation and maintenance of a healthy learning environment.
- Follows Board of Education and building policies, procedures, rules, and regulations.

Professional Development and School Involvement

- Participates in in-service activities and professional development opportunities to stay current with best practices in instruction.
- Provides for his/her own professional growth.
- Is an involved team member of the school, contributing to a collaborative and supportive educational environment.

Student Motivation and Support

- Motivates children by focusing on their needs and interests.
- Implements strategies to increase the effectiveness of instruction.
- Assists in the preparation of instructional materials and resources to support student learning.

Other Duties

- Performs other duties as assigned by the Principal.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

DOUGLAS SCHOOL DISTRICT 51-1

POSITION TITLE & DETAILS

TITLE	LEAD LIBRARY AIDE (DRAFT)		
WORK DAYS	188	REPORTS TO	Building Principal
SALARY SCHEDULE	Classified Salary Schedule	SUPERVISES	None
GROUP	Classified	EVALUATION	Performance will be evaluated by building principal utilizing adopted district process
FUNCTIONS	The Library Aide supports the educational mission of the Douglas School District by managing library resources, assisting students and staff, and maintaining an organized and efficient library environment. This role includes circulating materials and equipment, providing instruction and support in library skills, and promoting library programs and activities. Additionally, the Library Aide ensures the upkeep of library records, supervises library use, and participates in professional development to enhance service delivery.		

MINIMUM REQUIREMENTS

QUALIFICATIONS	<ul style="list-style-type: none"> ● High School Diploma or equivalent ● Experience working with adults and students preferred ● College and/or library experience preferred ● Keyboarding and general clerical skills ● Computer and technological skills ● Effective communication skills ● Organizational skills
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ESSENTIAL RESPONSIBILITIES

<p>Resource Management and Circulation</p> <ul style="list-style-type: none"> ● Circulates materials and equipment to students and teachers. ● Manages the acquisition, organization, distribution, and maintenance of resources. ● Maintains collection, development, and continuous evaluation of materials according to the Library Services Manual and completes an end-of-the-year inventory report. ● Maintains library circulation records, per school need. ● Checks returned materials for repair needs and repairs books as needed and appropriate. ● Shelves materials; straightens and reads shelves daily, maintaining a clean attractive physical setting. ● Processes magazines. ● Collects, records, and manages money for lost or damaged books. <p>Instruction and Student Engagement</p> <ul style="list-style-type: none"> ● Creates lesson plans and provides instruction for grade level appropriate library standards. ● May create lesson plans and provide instruction for reading groups. ● Facilitates access to information in a variety of formats. ● Motivates students and staff to use materials for both instructional and recreational purposes. ● Provides assistance to students and staff in the selection and location of material and library resources. ● Communicates with staff and students in regards to library activities and promotes library programs. ● Supervises students using the library, as well as student and/or volunteer help.
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Administrative and Clerical Duties

- Manages the building budget under the building principal; selecting and ordering resources appropriate to the needs of staff and students.
- Maintains all records necessary for the efficient functioning of the library.
- Sets up and/or operates video and sound equipment for building staff.
- Performs clerical duties associated with the position.

Professional Development and Collaboration

- Participates in staff development activities.
- Provides for his/her own professional growth.

Other Duties

- Performs other duties as assigned by the building principal.

DISTRICT NOTES

Library aides positions qualify to move to Lead Librarians ONLY if they do not work under a certified teacher librarian.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	<u>LIBRARY AIDE (DRAFT)</u>		
WORK DAYS	188	REPORTS TO	Building Principal or Director of Library Services
SALARY SCHEDULE	CAT E	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building Principal utilizing the adopted district process
FUNCTIONS	The Library Aide supports the educational mission of the Douglas School District by managing library resources, assisting students and staff, and maintaining an organized and efficient library environment. This role includes circulating materials and equipment, providing instruction and support in library skills, and promoting library programs and activities. Additionally, the Library Aide ensures the upkeep of library records, supervises library use, and participates in professional development to enhance service delivery.		

MINIMUM REQUIREMENTS	
QUALIFICATIONS	<ul style="list-style-type: none"> • High School Diploma or equivalent • Keyboarding and general clerical skills • Computer and technological skills • Ability to utilize independent judgment • Ability to be self-directed and self-motivated • Basic knowledge of library procedures, including media processing.

DUTIES AND RESPONSIBILITIES
<p>Library Circulation and Maintenance</p> <ul style="list-style-type: none"> • Circulate materials to students and teachers, maintaining accurate circulation records as per school needs. • Maintain and update the library inventory, completing an end-of-the-year inventory report. • Check returned materials for repair needs and perform necessary repairs on books and equipment. • Shelve materials, straighten and read shelves daily, and maintain a clean, attractive physical setting. • Process magazines and ensure they are readily available for use. <p>Equipment Management</p> <ul style="list-style-type: none"> • Circulate equipment to building staff and provide necessary instruction for use. • Inventory and maintain equipment, performing minor repairs as needed. • Set up and/or operate video and sound equipment for building staff. <p>Student and Staff Support</p> <ul style="list-style-type: none"> • Provide assistance to students and staff in the selection and location of materials and library resources. • Under the direction of certified personnel, provide library and information skills instruction to students. • Supervise students using the library, as well as student and/or volunteer help. • Manage the Accelerated Reader program, if needed in the respective school.

Communication and Program Promotion

- Communicate with staff and students regarding library activities and promote library programs.
- Facilitate the selection and ordering of new materials under the direction of certified personnel, and assist in the preview and evaluation of new media materials.

Professional Development and Administrative Duties

- Perform clerical duties associated with the position.
- Collect, record, and manage money for lost or damaged books.
- Participate in staff development activities and provide for personal professional growth.
- Perform other duties as assigned by the building principal or Director of Library Services.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	PRE-K TEACHER (DRAFT)		
WORK DAYS	182	REPORTS TO	Building Administrator
SALARY SCHEDULE	Negotiated	SUPERVISES	Pre-K Students
GROUP	Certified	EVALUATION	By Building Principal utilizing adopted district process
FUNCTIONS	The Pre-K Teacher will develop and implement age-appropriate instructional plans, fostering a positive and motivating learning environment while tailoring instruction to diverse learning styles. They will manage classroom behaviors effectively, creating an inclusive atmosphere, and maintain accurate records. As a positive role model, the teacher will communicate collaboratively with students, colleagues, and parents, contributing to the district's Pre-K curriculum and ensuring a stimulating classroom climate.		

MINIMUM REQUIREMENTS	
EDUCATION	Bachelor's Degree
CERTIFICATIONS / LICENSE	South Dakota Teaching Certificate

KNOWLEDGE, SKILL, & ABILITIES
<p>Instructional Expertise:</p> <ul style="list-style-type: none"> • Develop age-appropriate instructional plans. • Foster a positive and motivating learning environment. • Prepare students for learning effectively. • Present information in an organized and engaging manner. • Tailor instruction to different learning styles. • Implement strategies to facilitate retention of learning. <p>Adaptability and Responsive Teaching:</p> <ul style="list-style-type: none"> • Recognize and respond to diverse learning styles. • Assess and address the needs and strengths of Pre-K students. • Encourage higher-level thinking and problem-solving skills. • Design activities that cater to various learning modalities. • Create opportunities for hands-on and experiential learning. • Foster a supportive and inclusive atmosphere. <p>Classroom Management:</p> <ul style="list-style-type: none"> • Implement effective strategies for managing classroom behaviors. • Make efficient use of instructional time. • Create a positive and inclusive learning environment.

- Establish clear and consistent expectations for behavior.
- Implement positive reinforcement techniques.
- Address conflicts and challenges with empathy.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	<u>BUILDING PRINCIPAL'S SECRETARY</u>		
WORK DAYS	218	REPORTS TO	Building Principal
SALARY SCHEDULE	CAT G	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building Principal utilizing the adopted district process
FUNCTIONS	The Principal's Secretary supports the school's leadership team by playing a crucial role in ensuring the smooth and efficient operation of the school office. In addition to traditional secretarial and clerical tasks, this person actively contributes to fostering a positive and welcoming environment for students, staff, and visitors. Their responsibilities encompass financial management, record-keeping, communication liaison, and various administrative duties vital to the school's success.		

MINIMUM REQUIREMENTS	
EDUCATION	High School Diploma Education
QUALIFICATIONS	<ul style="list-style-type: none"> ● Proven experience in administrative roles, preferably in an educational setting. ● Excellent organizational and multitasking skills. ● Strong communication and interpersonal abilities. ● Proficient in office software and systems. ● Commitment to maintaining a positive and inclusive school environment.

DUTIES AND RESPONSIBILITIES	
<ul style="list-style-type: none"> ● Administrative Support: <ul style="list-style-type: none"> ○ Perform secretarial and clerical tasks aligned with the principal's duties. ○ Act as a primary point of contact for the school by managing appointments, phone calls, and welcoming visitors. ○ Assist the principal in supervising and managing the daily activities of the school office. ● Financial Management: <ul style="list-style-type: none"> ○ Oversee the receipt, management, and deposit of funds for various school activities and transactions with external agencies. ○ Maintain an up-to-date status of the assigned budget areas. ● Record-Keeping and Documentation: <ul style="list-style-type: none"> ○ Manage office records and forms essential for the school's smooth operation (e.g., trip requests, purchase orders, leave requests). ○ Maintain accurate attendance records for building personnel and handle related paperwork. ○ Audit and ensure employee leave requests are entered properly prior to approval. ○ Ensure proper documentation and orientation for substitute teachers. ● Student Support: <ul style="list-style-type: none"> ○ Assist students with minor physical and emotional concerns, as well as routine inquiries. 	

- Foster a positive atmosphere in the school office, creating a welcoming environment for all.
- **Communication:**
 - Keep the principal informed of daily communications and pertinent updates.
 - Represent the school positively to the public, articulating the Douglas School curriculum and philosophy.
- **Professional Development:**
 - Pursue opportunities for professional growth and development.
 - Stay current on administrative best practices and trends.
- **Inventory Management:**
 - Collaborate with building staff to annually update and maintain building inventory records.
- **Additional Duties:**
 - Perform any other duties as assigned by the building principal

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	<u>SPECIAL EDUCATION SECRETARY (DRAFT)</u>		
WORK DAYS	209 204	REPORTS TO	<ul style="list-style-type: none"> Building Principal and Director of Special Education
SALARY SCHEDULE	CAT E	SUPERVISES	None
GROUP	Classified	EVALUATION	By Building Principal with input from Director of Special Education utilizing the adopted district process
FUNCTIONS	The Special Education Secretary, plays a critical role in supporting the seamless functioning of the special services department. The responsibilities encompass efficient document management, facilitation of meetings, and meticulous record-keeping to ensure compliance with district regulations and promote the overall success of special education programs.		

MINIMUM REQUIREMENTS	
EDUCATION	High School Diploma or equivalent
QUALIFICATIONS	<ul style="list-style-type: none"> Previous experience in a similar administrative role, preferably in special education. Strong organizational and multitasking skills. Excellent communication and interpersonal abilities. Proficiency in office software and systems. Commitment to maintaining confidentiality and professionalism.

DUTIES AND RESPONSIBILITIES
<ul style="list-style-type: none"> Document Management: <ul style="list-style-type: none"> Receive, date stamp, and file all reports/forms in an organized and accessible manner. Process incoming special services files, ensuring accuracy and completeness. Student Records Management: <ul style="list-style-type: none"> Manage and regularly update student special services records, adhering to prescribed district formats. Request and track special services records from other schools as needed. Meeting Facilitation: <ul style="list-style-type: none"> Set up required meetings and provide timely notifications to all relevant staff and parents. Attend IEP meetings as delegated by the principal, contributing to collaborative decision-making. File Routing and Maintenance: <ul style="list-style-type: none"> Clear special services files and route them to the next building or appropriate storage. Maintain child count data for the building, ensuring accurate and up-to-date records. Communication and Reporting:

- Route necessary paperwork to the Director of Special Services, ensuring transparency and compliance.
- Maintain minutes for building special services staff meetings, facilitating effective communication.
- **Reporting and Compliance:**
 - Compile end-of-the-year special services reports, providing valuable insights for program evaluation.
 - Process Consents for Mutual Exchange of Information for confidential data, adhering to privacy regulations.
- **Confidentiality and Professional Growth:**
 - Maintain the confidentiality of all information in accordance with privacy standards.
 - Pursue opportunities for professional growth to stay current with best practices in special education.
- **Additional Duties:**
 - Handle student files with concerns outside of special education, ensuring a holistic approach to support.
 - Process correspondence and provide administrative support as needed.

PROFESSIONAL CHARACTERISTICS

- Strong work ethic
- Positive Attitude
- Empathetic
- Self-Motivated
- Team Oriented
- Professional
- Flexible

POSITION TITLE & DETAILS			
TITLE	TECHNOLOGY COORDINATOR		
WORK DAYS	226	REPORTS TO	Superintendent Executive Director of Operational Support Services
SALARY SCHEDULE	Salary to be established by the Board of Education	SUPERVISES	Technology Network & Server Support, Staff/Contractors Technology Database/Support Specialist Technology Technician/Support Technology Help Desk/Support
GROUP	Classified Coordinator	EVALUATION	By the Executive Director of Operational Support Services, Assistant Superintendent of Curriculum, Instruction, and Technology utilizing the adopted district process
FUNCTIONS	The Technology Coordinator is responsible for implementing the District School Board and Administration's vision and policies, ensuring compliance with applicable regulations, and aligning with industry standards and best practices. This role encompasses the design, management, and security of the district network, as well as the development and execution of the District Technology Plan. The Technology Coordinator oversees technology personnel, manages budgets, and ensures the professional growth of the technology department staff.		

MINIMUM REQUIREMENTS	
QUALIFICATIONS	<ul style="list-style-type: none"> • Bachelor's degree in Computer/ Information Technology or related field preferred. • Knowledge of a variety of operating systems, network hardware (server, switches, hubs, routers, modems), and web page development recommended. • Three to five years of experience working with computers/networks recommended [an equivalent combination of education and experience may be determined acceptable]. • Work requires written and verbal communication and interpersonal skills. The ability to motivate a team to produce quality work within timeframes and to manage numerous on-going projects is required. • Ability to lift fifty (50) pounds

DUTIES AND RESPONSIBILITIES
<p>Vision and Strategic Planning</p> <ul style="list-style-type: none"> • Execute the District School Board and Administration's vision and policies to assure compliance with applicable regulations, industry standards, and best practices. • Design the network to support the district's vision and operational needs. • Create, implement, and review the District Technology Plan, including hardware rotation cycles and system upgrade plans, in collaboration with district staff. • Update the Action Plan annually to support project objectives, curriculum goals, and district-wide technology needs. <p>Network and Systems Management</p>

- Manage the operation of the district network and ensure the security of information systems equipment.
- Develop and implement back-up and disaster recovery procedures and plans.
- Monitor and oversee the Ivanti work order management system.
- Maintain department records and inventories, including network use, IP addresses, electronic mail accounts, software, and hardware.
- Manage student asset distribution and collection each school year.

Policy and Compliance

- Assist in developing, interpreting, and administering Board of Education policies related to staff and student technology use, ensuring compliance with state and federal laws.
- Complete the annual E-Rate application and facilitate implementation.
- Complete all state-mandated technology-related reporting.
- Monitor changes in regulations affecting district compliance and recommend appropriate changes.

Personnel Management and Professional Development

- Work as a team member with supervisors, district administrators, the technology department, and maintenance personnel.
- Recruit, train, supervise, and evaluate all Technology Department personnel, and make recommendations on their employment, transfer, promotion, and release.
- Develop employee work schedules based on project priorities.
- Conduct meetings with the department, building tech support staff, building administrators, and the Executive Director of Operational Support Services.
- Plan and provide professional development for technology staff and district staff on the use of technology and district software.
- Evaluate all technology staff utilizing district approved evaluation tools and timelines.

Budget and Resource Management

- Develop and manage the department budget to support district hardware and network operations.
- Submit Capital Outlay plans, in conjunction with the Business Manager and Executive Director of Operational Support Services, to meet the technology needs of staff and students.
- Compile, implement, and revise a hardware rotation cycle and monitor the electronic district-wide inventory.

Leadership

- Demonstrate leadership through proactive management, effective communication, and strategic planning.
- Provide documentation, permission, and cross-training for multiple department staff to perform all critical tasks.
- Encourage and facilitate professional growth for self and staff by attending relevant training, seminars, and workshops.

Other Responsibilities

- Monitor periodicals and sources to stay informed of changes affecting district compliance with state and federal regulations.
- Perform other related duties as assigned by Executive Leadership/Superintendent.

PROFESSIONAL CHARACTERISTICS

- Progressive Mindset
- Effective System Thinker
- Reflective
- Deep Commitment to Collaboration
- Informed Decision-Maker